

THE ATLANTA UNIVERSITY PUBLICATIONS, NO. 22

Report of the First Conference
of Negro Land-Grant Colleges
for Co-ordinating a Program
of Cooperative
Social Studies

(TWENTY-SIXTH ATLANTA UNIVERSITY CONFERENCE
TO STUDY THE NEGRO PROBLEMS)

Edited by

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ATLANTA, GA., 1943

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This pamphlet is the story of an attempt to revive and more carefully to establish the scientific study of the Negro in America which began at Atlanta University in 1896. The work of this effort at social study is reviewed until its suspension in 1916. The efforts to re-establish this plan of study, through the Negro Land-Grant Colleges, is then given in detail, leading up to their present co-operative social study programme. To this is appended a survey of the present activities of the various Land-Grant colleges and a forecast of their proposed future work in social research.

A continuation of these reports annually is anticipated. It is hoped that gradually they will take on the character of broad factual surveys and interpretations of an increasingly integrated body of carefully ascertained scientific knowledge concerning the social condition and development of the American Negro.

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(Old series, 1896 to 1916; New series, 1941; 1943—)

**Report of the First Conference of
Negro Land-Grant Colleges
for Coordinating a
Program of Social
Studies**

**Convened at Atlanta University, Atlanta, Ga.,
April 19, 20, 1943, as the Twenty-sixth Atlanta
University Conference to Study the Negro
Problems.**

Edited by

W. E. Burghardt Du Bois

Co-ordinator of the Social Study Program

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ATLANTA, GA.

1943

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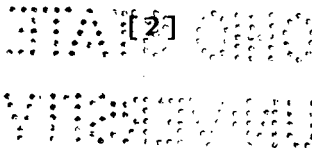
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CHAPTER I
ATLANTA UNIVERSITY AND THE STUDY
OF THE NEGRO

1. *The Atlanta University Conferences*

May 26, 1898, there was inaugurated at Atlanta University a series of conferences which proposed to study the urban Negro problem in the same way that the conferences at Hampton and Tuskegee were studying rural problems. With the third conference in 1898 the plan was changed so as to make the Atlanta Conference a continuous study of the Negro problems with annual reports on specific aspects and an annual publication of results. From this gradually was worked out a plan of study covering ten years and designed to treat health and physique, economic development, the church and other organizations, the family, education, efforts for social betterment and political participation. It was proposed that each decade should repeat the studies of the preceding decade with additional data and comparisons so that the studies would grow in completeness. Two decades of such studies were carried on and twenty publications issued which had wide use in the United States and other countries.

The ideals that underlay the Atlanta University social studies in this period may best be illustrated by the three prefaces which were attached to the publications of 1898 and 1913, and the last publication of 1916.

2. *Prefaces of the Atlanta University Studies*

—1898—

Atlanta University is an institution for higher education of Negro youth. It seeks by maintaining a high standard of scholarship and deportment, to sift out and train thoroughly,

[3]

talented members of this race to be leaders of thought and missionaries of culture among the masses.

Furthermore, Atlanta University recognizes that it is its duty as a seat of learning to throw as much light as possible upon the intricate social problems affecting these masses for the enlightenment of its graduates and of the general public. It has therefore for the last three years sought to unite its own graduates, the graduates of similar institutions, and educated Negroes in general, throughout the South, in an effort to study carefully and thoroughly certain definite aspects of the Negro problems.

—1913—

There is only one sure basis of social reform and that is Truth—a careful, detailed knowledge of the essential facts of each social problem. Without this there is no logical starting place for reform and uplift. Social difficulties may be clear and we may inveigh against them, but the causes proximate and remote are seldom clear to the casual observer and usually are quite hidden from the man who suffers from, or is sensitive to, the results of the snarl.

This study is, therefore, a further carrying out of the plan of social study of the Negro American, by means of an annual series of decennially recurring subjects covering, so far as is practicable, every phase of human life. This plan originated at Atlanta University in 1896. The object of these studies is primarily scientific—a careful research for truth; conducted as thoroughly, broadly and honestly as the material resources and mental equipment at command will allow. It must be remembered that mathematical accuracy in these studies is impossible; the sources and information are of varying degrees of accuracy and the pictures are woefully incomplete. There is necessarily much repetition in the successive studies, and some contradiction of previous reports by later ones as new material comes to hand. Our claim is that the work is as thorough as circumstances permit and that

with all its obvious limitations it is well worth the doing. Our object is not simply to serve science. We wish not only to make the truth clear but to present it in such shape as will encourage and help social reform. In this work we have received unusual encouragement from the scientific world and the published results of these studies are used in America, Europe, Asia and Africa. Very few books on the Negro problem, or any phase of it, have been published in the last decade which have not acknowledged their indebtedness to our work.

—1916—

Twenty years ago there was begun at Atlanta University a series of studies of the Negro race problems in the United States. The application of careful thought to race questions was not at the time widely practiced; and even today, there are not many serious students of the subject. Here and there, however, a few of the ablest authorities have given consideration to some of the fundamental phases of Negro problems and some substantial material has accumulated. In the leading of earnest attention into this field of study the belief is possibly justified that the years of work carried on here has had a share. Some of the products of these recent researches on race questions are here presented in the hope that they may prove helpful in working out practical and satisfactory methods of meeting the many difficult race relations.

3. *Interim*

After Dr. DuBois left Atlanta University in 1910 he collaborated in the publications of 1911, 1912 and 1914. Then effort was made to continue the conferences and the publication of conference studies. The trustees of the Slater Fund agreed to help in this and they joined in publishing the "Morals and Manners" in 1914. But President Ware did not think it wise to continue this collaboration. Other conferences were held annually, 1916-1924; but only one study was pub-

lished, in 1916; this was a compilation rather than an investigation. Another investigation was started later and a large amount of material gathered, but it was never published.

4. *First Phylon Institute*

When Dr. DuBois returned to Atlanta University in 1933, he started out with the idea of inaugurating again, in some form, the old Atlanta University conferences for the study of the Negro problems. This interested President Hope very much and he sought money from several sources unsuccessfully. The difficulty lay in the large sums now necessary for social investigation and the impossibility of guaranteeing any immediate and tangible results.

After President Hope's death, the general plan was revised so as to see if some cooperative effort for social study among southern Negro Colleges could be started. Mr. Keppel, of the Carnegie Institution, gave money in 1940 and 1941 for preliminary efforts.

A conference, called the First Phylon Institute, was convened in April, 1941.¹

The institute was unique in that it was a cross section of Negro leadership, particularly from the standpoint of geographic representation. There were representatives from practically all of the Negro State Colleges and a few private Negro Colleges, which gave a very wide proportion of Negro leadership in those states in which there is a large number of Negroes. Each group from the several states was called upon to present an analysis of the basic problems confronting the Negro in its respective state. The effect of such organizations was to focus upon the Negro problem from a national point of view. It involved a very definite advantage in appraising members of the institute of those economic situations where there existed variations and similarities.

¹The following extracts are from a report of the Institute, written by Frank G. Davis and published in full in *Phylon*, vol. II, page 275.

No resolutions were adopted, nor was any attempt made to come to formal conclusions. At the last luncheon, however, Dr. DuBois distributed the following set of statements for consideration during the next year.

I.

- a. If thirteen million people starve to death, it is because they are stupid.
- b. Many American Negroes today are virtually starving.

II.

- a. There is no such thing as lack of useful, needed work.
- b. There is wide and dangerous lack of adequate wage and income for certain individuals.

III.

- a. Facing these paradoxes the world is changing its economic organization today to meet them and is planning further change.
- b. We as a minority group must plan also, not in opposition but in intelligent accord with this general world planning.

IV.

- a. We must especially beware of propaganda and distortion as to the present economic conditions and changes in the world.
 - 1. We must not assume that business enterprise and economic welfare are synonymous terms and assume that because a business is profitable it is for that reason beneficial to the race or nation.
 - 2. We must not assume that because racial organization cannot hire thirteen million Negroes, it cannot and should not hire thirteen thousand or more.
 - 3. Because, as a minority group, we must in the

main conform to the national economic patterns, is no proof that we cannot by intelligent action influence these patterns to our advantage.

V.

- a. Finally, we must get at the facts by the latest scientific technique.
- b. We must gather, study, test, and interpret these facts.
- c. Within limits of law and order we must experiment with and test remedies.
- d. We must remember that the starvation of Negroes in the United States benefits nobody; that full employment at a living wage for all Negroes as well as all whites is at once the greatest patriotism and the greatest defense against war and evil.

5. *A report to the General Education Board, 1943, by W. E. B. DuBois*

The First Phylon Institute was successful in point of attendance and interest, but led to no permanent movement: Atlanta University was not willing to undertake the task, chiefly for lack of funds, and there was no reason why other colleges should unite in a movement to center their social studies at Atlanta University unless the University could offer some special inducement or facilities. I did not therefore try to have a second conference but spent the remainder of my funds in visiting colored colleges from Virginia to Texas, and seeking to visualize the place which social studies should occupy in these colleges and what should be their object, method and aim.

I became convinced of several things: first, the role of the government-supported land grant colleges in the development of Negro education was going to be large and progressively increasing. Second, these land grant colleges needed a

program for social science studies which is at present undeveloped. Third, rapid changes are now taking place in the Negro ethnic group and even more momentous ones impend. The war has upset conventional economy, exacerbated racial consciousness and already led to bitter clashes. The developments after the war are bound to add to these difficulties. There is one and only one fundamental and definitive way to meet this situation and that is to begin a systematic study of the essential facts of the present condition of the Negro race and to establish a way of continuing and making more complete and effective such a study. Then in the event the nation can turn its attention and energies to remedial measures, it will not be necessary to waste time in belated efforts to get at the essential truth.

Careful and exact knowledge of conditions and changes then are imperative and ought to be in process of gathering now in order to be available during and after the war. Fourth, this should not be the conventional type of "social study"—an instantaneous photograph of a sample group; but should be planned so as eventually to approach the stature of a total study of a complete situation, continuously photographed, and re-photographed, measured and re-measured; so that our knowledge of the vast and momentous social experiment in race relations now making in the United States, would attain a completeness and authority that would be unquestioned and unquestionable and available in the post war world which will surely need this sort of information. I believe that here is a chance not only to serve the Negro race and America, but also to serve the world and social science in an unique way. Fifth, the Negro Land-Grant Colleges, distributed usually one to a state and manned by presidents chosen by boards of Southern whites, would in many respects be ideal centers of social studies in each state, on matters touching the condition in each state of the people for whom the school exists and for whose advancement the school was established.

Each of these schools has proclaimed its aim to be the promotion of industry and lifting the social status of Negroes. Any such program needs exact knowledge of facts for its foundation.

Sixth, such studies to be effective must be well done and in accord with the latest scientific technique. They must not sink to mere propaganda nor white-washing. Most of the land-grant colleges are not at present equipped with personnel or funds for this work; a few are. All need expert advice and guidance, to integrate, synchronize and direct this work and help in the proper interpretation of its results. Seventh, here is where the Negro private institution of higher learning could well cooperate with the states and call to aid the advice of other universities, north and south.

Three Negro universities seem best fitted for this work of guidance and integration: Howard, which holds to the federal government a position analogous to that of the land grant colleges to the states; Fisk, which has among Negroes the best equipped department of social sciences in the south; Atlanta, where the first attempt was made in America to carry on a scientific study of the Negro problems.

My first step toward realizing this project was to seek to sell the idea to the Negro land grant colleges. I talked the plan over with Mr. Banks of Prairie View, who, as I knew, had long had some such collaboration in mind, and who has the best social science department among Negro land grant colleges. He was enthusiastically in favor. I then secured permission to present the scheme to the annual conference of the presidents of Negro Land Grant Colleges at Chicago, November, 1941.

CHAPTER 2

THE CONFERENCE OF NEGRO LAND-GRANT COLLEGE PRESIDENTS

1. *Proposal to the Land-Grant College Presidents, October, 1941*

In the midst of this era of economic change, here comes a group of fourteen million people, American citizens of Negro descent, desiring and striving for a place in this new world which shall be better than the place which they have occupied in the older world. These people, on the whole, are poor and ignorant and resultantly to a degree diseased and criminal. They have, however, an emerging minority of educated and well-to-do folk, severely handicapped by race prejudice and at the same time inspired by undoubted accomplishment past and present. What program now can these people put before themselves through their own thinking and through the education of their leaders in institutions such as this body represents? There is no profit here in returning to programs of the past or re-arguing old controversies. It is new facts and new problems that confront us and demand new solutions.

Planned scientific procedure by which the American Negro can be led out of the wilderness, involves education for cultural equality and education for skill; and continued agitation against discrimination. But it involves more than this. It involves a clear recognition of the existence of distinct social classes in the Negro group: intellectuals and the partially educated and the unlettered; small capitalists and property holders and poverty-stricken workers; what is to be the future relation of these groups of Negroes? What is imperatively demanded today is a solution of the problem of the relation among our own different classes of Negroes, so that the accumulated wisdom and skill of the trained classes

can be actually set to the task of leadership over the mass of people; extracting through this leadership, the ability and genius hidden and suppressed in the mass; saving the group from the loss which class antagonism and class jealousy have always inevitably involved; and substituting for anarchic, unreasoned lurching forward of the mass of people, a carefully thought-out, directed plan arising within our own group.

With a comparatively small group like that of the American Negro, in a country of great economic efficiency like America, and spurred by every high incentive, there is no real reason why cultivated brains among us may not guide the great mass of our folk to desired economic and cultural ends. This, of course, depends on the extent to which these potential leaders have the will to sacrifice their talents to this end; and also on the actual knowledge which they possess to guide the mass toward real progress and not back to out-worn reaction.

The problem before us clearly stated is this: to put fourteen million people to work so that they may receive an income which will insure a civilized standard of living; to make it possible for them to preserve their health; to keep crime down to a minimum and to educate their children; with the eventual object of giving this group sufficient leisure to advance by means of talented persons among them in science and art and cultural patterns. And with the further idea that in so far as these objects are successful, the group will become nearer to actual equality with their fellow Americans and to civilized people the world over, and will thus remove from color prejudice a very real reason for its perpetuation.

How can the college help the community earn a living? First, it can train students for existent needs, for which the community now pays. Sometimes educational philosophers talk as though this were the one end of the college; and a situation could be easily imagined where that might be pretty nearly true; where you have settled normal culture and an

arrangement of work which is suitable for that culture; and relatively stable economic organization. Under these circumstances if a college trained men efficiently for these jobs and at the same time supplied a broad cultural outlook toward the future it would come near doing its main work.

The college today, however, must do more—far more—than prepare men for jobs at present in demand and socially needful. The college must anticipate the future needs of the community and prepare education to meet them.

Unless the college goes further than training for current jobs and goes out to meet and cooperate with the community in such a way that the man awaiting and prepared to do a necessary future work for the community can be employed now according to his capacity; unless this is done, the college program is fatally handicapped and the community expansion is crippled. The same thing applies to work which although needed is not now available for Negroes and may not be during the present generation. In that case a careful survey of the possibilities among fourteen million people might give an opportunity to create such jobs within our own group or by cooperation with others. This even more than the other case, involves a broad study of the economic conditions among Negroes and possibilities of their organizations. It would call not simply for the efforts of one college with its immediate community or its state, but the cooperative efforts of the Negro educational institutions of the South.

This leads us to the fact that if the college is to make real and advantageous approach to its community, either its local or its general community, it must be helped by a careful, broad and continuous study of the social and economic set-up of that community; that is, we must know as we do not know today, the existing occupations of Negroes; not in the vague and general and necessarily inaccurate report of the decennial census, but by minute and complete survey and study of counties, towns and cities where the Negro population is resi-

dent. We must take such a beginning as Charles Johnson's regional study of Southern counties, extend the data to 1940 and then complete it and carry it on continuously from year to year. We must have a group to group and person to person knowledge of the condition of the laboring masses, of their opportunities and hindrances. And this kind of study ought to be made in accordance with the latest scientific techniques and on a national basis. There is no reason why a study like that of Allison Davis, "The Deep South," should not be made over the whole South so that we could paint with descriptions, facts and figures, the real social condition of the American Negro. The interpretation of this knowledge and its interaction with past history and current trends must be the continuously and critically examined conclusions of the best trained students of the social sciences. We must not depend on the narrow experience and conventional standards of business men; we must not resort to untried panaceas or emotional utopias. This study must be increasingly a matter of science, carried out to its inexorable and tested conclusions.

We need in sociology, a race regionalism which will narrow and concentrate on our Negroes the general regional studies of the South. Instead of the occasional snapshot of social conditions which was the social study of yesterday, we must aim at a continuous moving picture of ever increasing range and accuracy.

A national planning institute must annually gather up and compare and interpret this great body of facts. There must be provided for this work, sufficient research funds and sufficient time for research. And finally through a central office, there must be wide and carefully edited publication of results.

It is not only illogical but it is an indictment of the Negro college that the chief studies of the Negro's condition today are not being done by Negroes and Negro colleges. The center of gravity as well as the truth of investigation should be brought back to the control of an association of Negro col-

leges; and this not for the purpose of creating a Negro science or purely racial facts; but in order to make sure that the whole undistorted picture is there and that the complete interpretation is made by those most competent to do it, through their own lives and training.

Under the leadership of these same colleges, the communities must proceed to act, explore, experiment and build. They must organize their spending power to the last dollar, realizing that a carefully and intelligently spent dollar is a more powerful ballot than a vote for a coroner. Advantage must be taken of decentralized cheap power like the TVA to push a new era of home manufactures and producers' co-operation. The churches can branch into real social work; they might organize free legal defense for every accused Negro; the secret orders can further transform their regalias, rituals and parades into orphanages and student aid. We can have cooperative medicine and dentistry and field hospitals to replace private practice. We have an enormously fertile field for economic experiment, here on the threshold of a new industrial era. All it needs is scientific study, personal character and coordinated intelligence guided by the colleges. It is for the inception and carrying out of this program that I am appealing to you today.

2. *The Hampton Meeting, June, 1942*

The Presidents of the Negro Land-Grant Colleges received these suggestions with favor; the president of the conference, Dr. Malcolm S. MacLean, reported December 22, 1941:

“At the Chicago meeting you asked me to appoint a committee to consider Dr. DuBois' proposal for representative action among our membership. This cooperation seems to me to be of the utmost importance now that war is declared. I am appointing the following as members: Presidents Felton Clark, R. B. Atwood, Horace M. Bond, John W. Davis, and F. D. Patterson, and I am inviting also Dr.

Ambrose Caliver, Mr. Robert Weaver and Dean Charles Thompson, and of course, Dr. DuBois to sit with us.”

In the spring of 1941, this committee met at Hampton together with many of the presidents and several representatives of federal agencies.

Dr. DuBois proposed that this body agree to the following general plan:

1. A continuous and intensive study of the Negroes of each Southern state by each of the Negro Land-Grant Colleges.
2. Preparation for ability to do this scientifically by strengthening the division of Social Sciences in each institution (History, Political Science, Psychology, Anthropology, Sociology, Economics) and provision of time and funds for study and research.
3. Inauguration of a general program of subjects and methods of research, with annual conferences, at which experts and representatives of other colleges should be present. Periodical integration, interpretation and publication of results.

Dr. DuBois suggested the following detailed program for each Land-Grant college:

1. A division of the “Social Sciences,” teaching History, Anthropology, Sociology, Economics, Psychology, Political Sciences.
2. The integration of this teaching into one closely articulated study of

A. HISTORY

History of Europe
 History of Asia
 History of Africa
 History of America
 History of the United States
 History of the Negro people in;
 Africa
 South and Central America
 United States
 In each state.

B. SOCIAL SCIENCES

Social Institutions	} {	Modern world
Anthropology		United States
Economic Organization		among Americans
Government		among Negroes
Psychological reactions		among Negroes in this State

3. A study of the facts concerning the Negroes of the state by counties, subdivisions of counties, villages, towns, cities, wards, blocks and households. The study to be carried on by professors, instructors, fellows, social workers, volunteers and affiliated organizations.

The study to include: numbers of individuals, family groups, character of homes, location of homes; occupation of persons, incomes, expenditures, age, marital relations, education, property and recreation.

4. The scope of this study will include the observation and measurement of all facts and situations which have to do with the status of the Negro population in the state; becoming as funds and facilities increase, more and more intensive and comprehensive, until at last it virtually means a checking of every Negro family in the state including their activities, institutions and organizations.
5. The study will use all available data as the basis of its work, including the federal census of 1940, all state censuses, all reports of the state, the county and its subdivisions, concerning education, occupation, dependency and delinquency.

SPECIAL STUDIES OF

6. All organizations of Negroes or working with or for Negroes: details of work; including churches, lodges, cemeteries, clubs, etc.; their property and budgets.
7. All business conducted by Negroes and among Negroes;

- character, amount, approximate money value.
8. Commercialized recreation, movies, billiard rooms, gambling, prostitution, etc.
 9. Public recreation; parks, playgrounds, etc., number, upkeep.
 10. The participation of Negroes in government as voters and officials; tax payers, property-holders; officials and administrative methods.

METHODS, INTERPRETATION AND PUBLICATION

11. The methods and scope of these studies to be outlined by an annual conference, with each college represented and outside experts.
12. The resulting studies to be collected, interpreted and made public for an annual state meeting and for a public museum and laboratory of the social sciences with maps, charts, models.
13. All the college reports to be brought together, studied, tabulated, analyzed and interpreted and integrated into an annual joint report.

THE NORTHERN NEGRO

14. Arrangements to be entered into with private Negro institutions to join with departments of the social sciences in Northern colleges to make similar studies of northern Negroes.

RESULTANT BODY OF KNOWLEDGE

15. This body of knowledge, continuously added to, checked and reviewed; improved in method and object; tabulated, interpreted, and integrated, to be used as the basis of raising the standard of living and cultural pattern of American Negroes through education, work, law, and social action.

RESULTANT WORK FOR SOCIAL UPLIFT

16. For every social problem, institutional failure, or individual maladjustment made evident, located and measured, organizations will then attempt to discover or promote in the locality and state, remedies in
Education: special kinds and specific methods; private, industrial, group, state and national efforts.
Social uplift work: by hiring thoroughly trained social workers; by group effort; by voluntary effort.
Health: by physicians and dentists; by group medical care; by hospitalization; by special campaigns against tuberculosis, cancer, heart diseases, syphilis; by child-birth and child welfare efforts.
Recreation: Music, a folk theatre, playgrounds, library facilities, sports.
17. But of all these efforts, the college and community should concentrate their first and chief attention upon the problems of earning a living among Negroes, since these are fundamental to practically all other efforts. Attention should be paid especially to work now available, to openings for earning a living which may be made available, and for general economic re-organization, such as is involved in consumers' and producers' cooperation; whereby not only intelligent saving can be made in the expenditure of income, but that new occupations, especially in home industries and small manufacturers, can be established among Negroes.
18. Every attempt should be made to use existing institutions and organizations among Negroes, for undertaking efforts at social reform as outlined above: churches, fraternal lodges, women's clubs, schools, and in many cases, private businesses, can be used for increasing employment, finding new employment, furnishing legal defense, furnishing direct relief, improving health, organizing

recreation, furnishing student aid and promoting consumers and producers cooperation.

FIRST STEPS

19. An immediate attempt on the part of the college in each state to reorganize their budgets so as to provide a gradually increasing minimum of funds for this program:
 - A. For teaching the Social Sciences.
 - B. For giving trained teachers, time and funds for investigation.
 - C. For providing, at the earliest moment, for the employment of social workers and fellows for investigation and social uplift.
 - D. For a publication fund.
 - E. For laying down a present program with plans for future expansion.
20. Minimum requirements for initiating the program:
 1. One or two teachers of History.
 2. One or two teachers of Anthropology and Sociology.
 3. One teacher of Economics.
 4. One teacher of Psychology, with laboratory.
 5. A teaching Fellow with some time and funds for field work.
 6. A Social Worker with whole time for investigation and advice.

3. *Action of the Presidents at the Hampton Meeting, June 12, 1942*

The undersigned presidents of Negro Land Grant Colleges, after several conferences, have agreed to initiate a series of cooperative studies of the social condition of the American Negro and more especially of his economic situation during and after this war.

For this purpose they propose to use in their institutions

the division of the Social Sciences including history, anthropology, sociology, economics, political science, psychology, and other cognate subjects so as to give their students unified knowledge of social conditions and modern trends.

In addition to this they propose to recommend the use of one or more of their qualified instructors, with sufficient time and funds for a series of social studies, whose subject, methods and scope shall be determined after conferences with executives and investigators in other institutions, and with outside experts in the social sciences, including students of conditions among the white population. This proposal is subject to the approval of the governing boards in the various states.

The ultimate object of such conferences and studies shall be to accumulate a body of knowledge, intensively pursued according to the best scientific methods, continuously added to, checked and reviewed; improved in method and object; tabulated, interpreted and integrated to be used as the basis of raising the standard of living and cultural pattern of American Negroes through education, work, law, and social action.

We propose that the results of these studies by each college in its own state or section of state, shall be brought together, periodically compared, edited and published annually in some convenient form for the use of students, legislators and social reformers.

For these purposes of conference, investigation and publication we propose to set aside in our annual budgets such sums as may be approved by the various state authorities.

F. D. Patterson
Tuskegee Institute
Tuskegee, Alabama

L. A. Davis
Arkansas State College
Pine Bluff, Arkansas

J. F. Drake
A and M Institute
Normal, Alabama

Howard D. Gregg
State College for Colored Students
Dover, Delaware

will be of great help to our institutions. We are happy, therefore, to give our full cooperation to it.

F. D. BULFORD
President

ALCORN A & M COLLEGE

I have read very carefully your letter of June 24th, also, the "Program for a Land Grant College," with reference to teaching of the "Social Sciences" and I am happy to approve the general idea. I think you have the idea which will make it possible for us to become authorities concerning ourselves.

Please accept this as a general commitment pending the next meeting of the Board of Trustees at which time I shall recommend such official action as may seem necessary after which you may expect to hear from me again.

WM. H. BELL
President

THE FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE

I am in most hearty accord with the proposition and methods set forth and shall make every effort to make this work a part of our college here.

Let me again state I am in hearty cooperation with the plans and I believe we shall obtain splendid results.

J. R. E. LEE
President

WEST VIRGINIA STATE COLLEGE

Your letter of June 23rd is acknowledged. The same is being referred to the Research Council of this college for consideration and recommendation to the Executive Committee of the college at an early date; then, it is my hope to send you a statement which would represent the point of view of this college with respect to the suggestive plan of social investigation as recently presented by you to the presidents of Land-Grant Colleges for Negroes.

JOHN W. DAVIS
President

WAR PRODUCTION BOARD

I am very favorably inclined to the proposal, and I wish some way could be found to get at least a start on the plan.

WILL W. ALEXANDER
Consultant on Minority Groups

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**INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE,
The University of North Carolina, Chapel Hill**

I should be very happy to meet with your committee at any time and under any conditions which will suit your convenience if I have a little notice ahead.

Your studies in connection with Negro Land-Grant Colleges appear to me to offer great promise.

HOWARD W. ODUM

AMERICAN COUNCIL ON EDUCATION

It seems very clear to me that the development of educational, economic and sociological studies concerning the Negro in recent years has been a very important factor in giving intelligent consideration to the problems with which the Negro population is concerned. I hope, therefore, that it may prove possible to continue the development of these studies in your own institution and elsewhere. Such studies should serve as the basis for intelligent action over the long future.

GEORGE F. ZOOK
President

**PRAIRIE VIEW STATE NORMAL AND
INDUSTRIAL COLLEGE**

I am with the proposed plan for cooperative College Study, as indicated in your recent correspondence, one hundred per cent. When the subject is announced, we are ready to go ahead with the Texas study.

W. R. BANKS
Principal

SOUTHERN UNIVERSITY

Please know that Southern University will go its limit towards effecting the proposal growing out of the Hampton meeting, as this proposal may be prescribed in connection with the Negro Land-Grant College Program.

F. G. CLARK
President

**STATE AGRICULTURAL AND MECHANICAL COLLEGE
Orangeburg, S. C.**

I am glad to assure you of our sincere interest in the proposed study of the economic and social progress of the Negro, and at the proper time I hope this college will be able to cooperate.

M. F. WHITTAKER
President

TENNESSEE A & I STATE COLLEGE

A and I State College is heartily in accord with the suggestions included in your "Program for Land-Grant Colleges." In fact, to a certain degree we have been trying to carry out these suggestions for some time.

I can assure you that we will cooperate with the program in every way possible.

W. J. HALE
President

TUSKEGEE INSTITUTE

I am enthusiastic over the possibilities of such a program as the submitted plan outlines. Unquestionably great good will accrue to Negro life by having the type of information available as it attempts to further the development of its social and economic structure.

I am signing the enclosed resolution without change as I take no exception to any of the points submitted.

F. D. PATTERSON

SCHOOL AND SOCIETY (July 25, 1942)

In a recent three-day conference at Hampton (Va.) Institute, the presidents of fifteen Negro land-grant colleges approved a proposal of W. E. B. DuBois, editor of the *Atlanta University Studies*, to have the colleges conduct a series of cooperative studies on the American Negro's social condition, stressing his economic status during and after World War II.

The plan, which marks a new trend in cooperative ventures by educational institutions, was outlined in detail at the conference, and the college presidents discussed present and post-war problems with a number of widely known authorities on employment, defense training, the nation's Army and Navy programs, labor unions, and other issues.

In an introductory statement at the conference, Malcolm S. MacLean, president of Hampton Institute and of the Association of Presidents of Negro Land-Grant Colleges, pointed out that these developments, arising out of the immediate problem of successfully prosecuting the war and the more remote problem of post-war reconstruction, will deepen and broaden several phases of Dr. DuBois' proposal.

The co-operative study of socio-economic conditions among Negroes aims to accumulate a body of knowledge, which, when tabulated, interpreted, and integrated, can "be used as the basis of raising the standard of living and cultural pattern of American

Negroes through education, work, law, and social action." The study will be financed by the land-grant colleges and conducted by qualified instructors on their staffs. The findings will be brought together periodically, compared, edited, and published annually in convenient form for the use of legislators and students of social problems.

The land-grant colleges also agreed, in adopting the proposal, "to complete a division of the social sciences giving their students unified knowledge of social conditions and modern trends." The subject, method, and scope of the individual studies to be undertaken will be determined after conferences with executives and investigators in other institutions, and with recognized authorities in the social sciences, including students of conditions in the white population.

JOURNAL OF HIGHER EDUCATION (Ohio State University, July, 1942)

The presidents of 15 Negro land-grant colleges made educational history in a three-day conference at Hampton Institute the week of June 21 when they approved a proposal to have the colleges conduct a series of co-operative studies on the American Negro's social condition, stressing his economic status during and after the Second World War. The plan was outlined in detail in consultation with a number of nationally known experts on employment, defense training, the programs of the Army and Navy, labor unions, and other issues. The co-operative study of socio-economic conditions among Negroes, aimed at accumulating a scientific body of knowledge which, when tabulated and interpreted, can be used as the basis for raising the standard of living and cultural pattern of American Negroes through education, work, law, and social action. It will be financed by the land-grant colleges and conducted by qualified instructors on their staffs. Data will be brought together periodically, compared, edited, and published annually in convenient form for the use of students, legislators, and social reformers.

JOURNAL OF NEGRO EDUCATION (July, 1942, "Impact of World War II Upon Institutions for the Higher Education of the Negro" by Malcolm S. MacLean, President of Hampton Institute).

Not only is regional and cooperative planning essential in all the fields of recruiting and instruction but, if I read aright the signs of these times, in trends of employment we must enter upon a master plan and wide-ranging cooperative attack upon the prob-

lem of the placement of our college graduates and professional school graduates in the jobs for which we have trained them.

In two conferences of the Presidents of Land-Grant Colleges for Negroes within the year there has been presented by our Dean of Negro Education, Dr. W. E. B. DuBois, the nucleus for the development of such coordination and cooperation on a national scale. Briefly, Dr. W. E. B. DuBois' proposal, agreed upon by the Presidents of the Land-Grant Colleges, assumes first a core of social studies in each of our Negro colleges and graduate schools. It assumes that by internal administrative and staff effort these may be internally unified and coordinated for a joint, continuous attack upon the problem of the study of the Negro population in the area surrounding each college. It assumes that, pouring into a central headquarters, yet to be designated, for review and analysis by a central board, yet to be chosen, there would be a continuous flow of raw data and completed studies. It assumes central coordination, synthesis and report of these studies. It assumes that by this great increase in knowledge, sound and rich and full, we would have materials wholly convincing as to the needs of local, regional, and national Negro populations. It assumes that with this knowledge we could so increase our wisdom as to be able both to make Negro higher education very much better than it is in all aspects and we would have the facts at last on which to base valid requests for support from foundations, individuals, and local, state, and national governments. By knowing what the problems are we could know also how to arrange them in priorities and further, much better than we know now, how to attack them each in turn with some expectation of success. This proposal of Dr. DuBois is in my judgment the key to the future, the beginning of the right way to cushion the shock of World War II against our higher institutions for Negroes, to consolidate the gains we make, and to plan future progress and development. Any other course, to me, means chaos and death to our institutions. If in the Land-Grant Colleges we can immediately get into action on the DuBois proposal, extend it to those private, church-related and other public colleges who are willing to come in and work all-out towards planned cooperation and coordination; if in learning how to work together on this proposal we can learn to extend our cooperation into all the fields I have previously suggested, we may have some expectation of weathering the storm and going into the mop-up and reconstruction tempered and strengthened by the lighting fires of war.

5. *Conference of Negro Land-Grant College Presidents, October, 1942.*

At the meeting of the presidents of the Negro Land-Grant Colleges, October 28 and 29, Dr. W. E. B. DuBois, head of the Department of Sociology in Atlanta University, spoke at the ten o'clock session, October 28. He said in part: In the present chaos of the world there is one truth upon which we can build and that is the accomplishment of the scientific method. The scientific method examines facts and things carefully and seeks to discover regularities and change to which it gives the name of law. It holds the validity of all laws simply as a hypothesis and it does not pretend to do more than approach from afar the great questions of existence, being and the future. Nevertheless through this simple method we have built up our extraordinary mastery of the physical world in which civilization today takes its greatest and most legitimate pride.

On the other hand, over the world of thoughts and feelings and of their combination with the physical world which we call human action we have been able to make only slow scientific headway. We have built up an historical method and a philosophy of history. We have counted certain abstract units and assembled a great body of pertinent statistics. We have made social studies with selected subjects and over limited space. But the whole mass of spiritual facts we have only begun to attack. Now it is clear that the reason that we have not attacked the mass of social data successfully, is because of its size and intricate relationships. We have looked for laboratory experiments, samples and shortcuts of that sort and found fewer than we wished. But here in the case of the American Negro we have a chance at a sort of laboratory experiment: a group limited in size and curtailed by caste and customary restriction in its activities, so that it forms to an unusual degree a whole that may be subjected to broad

and intensive and continuous study. This was recognized when Atlanta University began its studies of the Negro in 1896 but had too few funds to carry them out adequately.

It was recognized in the recent attempt to write and publish an Encyclopaedia of the Negro and also in the Myrdal study under the Carnegie Foundation which has recently been finished. What we are proposing now is to take up the matter here and by a cooperative effort, continuous, intensive and done under the most careful scientific guidance and advice, to make such a study of the American Negro as to contribute not only to the science of sociology, but to furnish a compact and more and more complete body of knowledge which can be used in the war and post-war period for its efforts at social uplift and reform which will be so desperately needed by the American Negro during this period. This study must especially be directed toward making clear the economic condition of the Negro, his connection with the production of goods and furnishing of services and his place in the distribution of goods and services.

Here must come, along with the integration of federal effort, also the decentralization of that effort especially among the states. It must increasingly be recognized that the democratic process can be only efficiently carried out through states and that there the first steps toward it, is the promotion of the intelligence of the people through the elementary school system and through the state college. The Negro colleges supported by the states therefore become one of the efficient elements for the establishment of democracy and they can carry out that duty most practically by making themselves a center of social study, of broad and scientific knowledge of the condition and needs of the people. The Negro Land Grant College is therefore a center where social study is made and where efforts at social uplift and social reform turn for adequate and well-authenticated knowledge.

The program therefore which we are starting upon, calls

for study of the Negro population of each state as a unit and for the Negro Land Grant College as the chief agent for thoroughly studying this unit. This work in the college calls for education in the social sciences with proper teaching force and funds for teaching and for research. It calls for the establishment of a museum of our present knowledge, of the history and condition of the Negro in the state, for a thorough canvassing of such plans as are already in hand for the present study of the Negro population; for coordinating and integrating these plans by consultation with other Land Grant Colleges and leading sociologists so that a general plan and method to be pursued simultaneously by all the colleges will eventually be laid down.

Resolution introduced by President H. M. Bond and seconded by President J. F. Drake. Passed by the Conference of Land Grant College Presidents, October 28, 1942.

1. That Dr. W. E. B. DuBois be designated the official coordinator of the proposed sociological studies to be instituted by the various land grant colleges.
 2. That each President appoint from his faculty a liaison officer to serve as the agent for continued implementation of the project. This officer to report progress and seek further cooperation from the administration and faculty; preferably, though not necessarily, he should be a social scientist.
 3. That each President agree to try to find funds in the college budget to permit attendance of liaison officer at a methodological conference to be called by Dr. DuBois at a convenient time and place, after appropriate correspondence should have further clarified various issues.
 4. That the Executive Committee at this meeting address itself to possible ways and means of further financing said study, conference, or other aspects of the program.
6. *Specific Suggestions by the Co-ordinator for Implementing the Programme.*
1. It must be kept in mind that each Negro Land-Grant Col-

- lege is an independent entity, responsible to a board of trustees, and not subject to any merging of activities, finances or responsibilities, without due authorization.
2. On the other hand, these institutions have a responsibility to the Federal Government and to American Negroes, and must more and more justify their existence and costs.
 3. Present war responsibilities involve not only training in war work, but preparation for meeting social responsibilities during and for long and critical periods after the war.
 4. Especially do we need to concentrate on, and accumulate reliable information on Negro occupations and wages, family life, health, education, delinquency and dependency.
 5. Time, money and trained effort must more and more, largely go to such investigation, and available knowledge.
 6. The greatest results will follow if these efforts are synchronized and coordinated among these institutions, so as to cover the whole South and eventually the Negroes of the North. This is the only way in which the so-called Negro Problem, can be solved on a sane and scientific basis.
 7. For each college to do this work most effectively, its division of the social sciences will need strengthening in the calibre of the teaching force, and the courses laid down in History, Political Science, Psychology, Anthropology, Sociology and Economics.

In accord with the above general considerations, the following specific procedure is recommended:

A. Research in Unison

College X might take up the study of social conditions among Negroes in its immediate neighborhood, on a voluntary basis, with the cooperation of teachers, students, graduates and citizens. This study might eventually ex-

pand to a whole county or section and in time become state-wide. The state-wide study might at first confine itself to certain limited subjects and expand to more general subjects.

Teachers in the social sciences might be given time for this special research, funds for expenses and clerical aid. The expenses of one or more delegates to conferences on such studies in other colleges and in the Land-Grant Colleges in general might be met. The results of these researches might be prepared and published in mimeograph or printed for private or general circulation.

College Y, perhaps has already begun and carried on a program of research in its state and published some results; it will need next to coordinate its research program so as to work in with the programs of other colleges and so as to follow the best technique as recommended by conferences attended by representatives of all the colleges and by expert scholars, colored and white. It will next try gradually to expand its program so as to cover the whole state. It will seek the aid of the federal census office so as to get special compilations. It will cooperate with all individuals and agencies making worthwhile studies of the Negro in the state, so that in the course of years, the College Y will have a more complete and exhaustive social picture of the Negro population of the state, in carefully analyzed and accessible form.

B. Cooperative Research and Publication

All Negro Land Grant Colleges will hold an annual conference, attended by representatives of the administration and teachers of the social sciences, and by experts from the nation at large; at such conferences, programs and methods of research will be discussed and recommended.

C. An initial conference to begin this program and lay down lines of cooperation, will be held in April, 1943.

CHAPTER 3
THE FIRST CONFERENCE OF THE NEGRO
LAND-GRANT COLLEGES

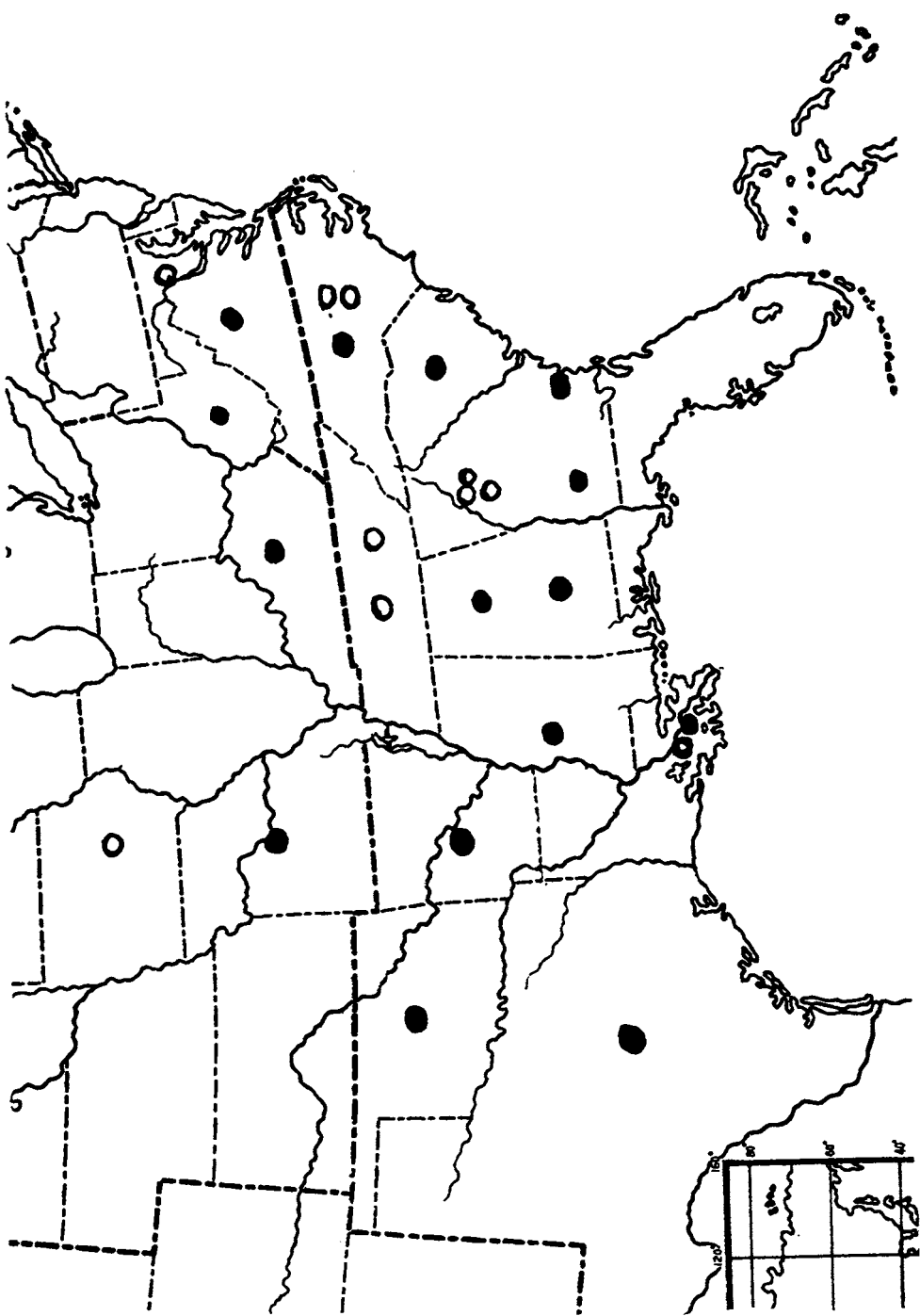
NEGRO LAND-GRANT COLLEGES
1937-1938

	Men	Women
Teachers and Administrators.....	667	398
(Full time)		
Students—Regular, Summer, etc.....	10,876	19,328
Bachelors' Degrees, 1938.....	667	921
Income—		
Student Fees	\$ 397,818	
Endowment	25,282	
Federal	491,263	
State	1,880,633	
County	25,774	
	\$3,014,028	
Total	\$3,014,028	
Plant	1,026,451	
	\$4,040,479	
Grand Total	\$4,040,479	

1. *The 26th Atlanta University Conference to Study the Negro Problems.*

The 26th Atlanta University Conference met at Robert Hall, Morehouse College, Atlanta, April 19 and 20, 1943. It became the first conference of the Negro Land-Grant colleges, for coordinating a programme of cooperative social studies. The following persons were present and took part:

Thelma D. Ackiss, Langston University
Mrs. R. W. Allman, A and M Institute, Normal, Alabama



● Sixteen Negro Land Grant colleges which sent delegates to the conference at Atlanta University.
○ Ten other institutions, colored and white, which sent well-known experts in agriculture to the conference.

Horace M. Bond, Fort Valley State College
 J. Max Bond, Tuskegee Institute
 Walter R. Chivers, Morehouse College
 William E. Cole, University of Tennessee
 Tilman C. Cothron, Arkansas State College
 L. A. Davis, Arkansas State College
 I. A. Derbigny, Tuskegee Institute
 E. Franklin Frazier, Library of Congress
 Luther H. Foster, Virginia State College
 R. K. W. Gardiner, Fourah Bay College, Freetown, West Africa
 Warmoth T. Gibbs, A and T College, North Carolina
 K. W. Green, South Carolina State College
 Harry W. Greene, West Virginia State College
 Luther P. Jackson, Virginia State College
 Charles S. Johnson, Fisk University
 Hermese Johnson, Fort Valley State College
 Flemmie P. Kittrell, Hampton Institute
 R. Clyde Minor, Lincoln University, Missouri
 Howard W. Odum, University of North Carolina
 W. K. Payne, Georgia State College
 Ira De A. Reid, Atlanta University
 E. B. Reuter, University of Iowa
 E. S. Richards, Southern University
 Harry W. Roberts, Virginia State College
 O. W. Sanders, Alcorn A and M College
 Harold S. Smith, Kentucky State College
 T. Lynn Smith, Louisiana State University
 Ambrose L. Suhrie, New York University
 Edgar T. Thompson, Duke University
 S. E. Warren, Prairie View State College
 Hilda Weiss, Spelman College
 Donald Young, Social Service Research Council

The following programme was carried out:

MONDAY, APRIL 19, 1943

First Session

Ten-Twelve a. m.

Exhibit of charts

The work of the Negro Land-Grant Colleges

(Lunch at Clark College, Twelve-Thirty to One o'clock)

Second Session

Two-Five p. m.

The program of cooperative social study

The beginnings of this program in various institutions

proportion of modern social scientists subscribe to the pure research ideal any more, and they are all seeking more realistic ways of developing and applying the results of research. In the next place, as you know, some substantial criticisms of the Negro land-grant colleges have been that they, just as most of our white professional schools, have been trying to imitate the liberal arts "pure" university type. To try to foster this type of measurement of research on them would, therefore, be a double handicap.

Then, as I said, one of the important objectives of developing research in these institutions is to recruit and train new leaders. Now, we all know that whether an individual or an institution, there must be a beginning. If the direction is right and there is opportunity for improved skills and standards it doesn't make much difference what the first efforts are. Consequently, I would be enthusiastic about the research programs and procedures which most of the land grant colleges report.

This leads me to reply to your main question. It seems to me that in two or three ways a strong, integrated program for research in the land grant colleges would constitute an important step forward. In the first place, the area in which they work is still virgin and important, and their laboratories are adequate for genuine research and experimentation. They have a fine opportunity to combine the social studies with the physical sciences and to implement them in practical programs.

In the next place, such an experiment as you have proposed would give a fine opportunity for what we called planned research, a term I like better than cooperative research. The objection that planned research might seem to be more or less mechanical or stereotyped and might deny the individual opportunity for creative research is not valid. The program of planned research keeps in mind needed areas, uniform methods, priority schedules of units to be done, unit

by unit, in accordance with personnel and equipment, and it looks to a program of total results. There is nothing in it which necessarily denies the individual the right to do his best and to have credit for what he does. Planned research usually achieves something.

In the third place, such a program would perhaps come nearer than anything else to developing cooperation between the white and Negro institutions. This would take some initiative on the part of the Negroes and leadership, but I have the feeling that the miserable amount of cooperation on the part of white land-grant colleges has been more by default than intention. They have been overly busy and there has been little suggestion or direction. I should hope that this would be one of the values of your program.

Now I am somewhat skeptical of your program unless there should be agreement between and among the directors of research before a program actually starts and that monies appropriated would be earmarked for certain types of research which we know would succeed. In other words, if you leave it to a group of professors, such as our group of sociology professors, I should not hope for very effective results. Your professors would probably not excel ours very much in their agreement on fundamentals.

I should be glad to have your reaction to this little note and to write you further if I can be of any assistance.

It was a great pleasure to see you again and to see the forthright way in which you direct a conference.

EDWARD BYRON REUTER

Professor of Sociology and Chairman of the Department,
College of Commerce, University of Iowa.

I was very favorably impressed by the conference—by the spirit in which it was conducted and the response of the members in attendance. On the part of the administrators, research workers, and other representatives of the Negro Land-Grant Colleges, there appeared to be a most friendly and

cooperative spirit. There appeared to be a uniformly keen interest, a genuine modesty in regard to the work in progress, and a real wish for helpful advice and direction. It seemed to be the wish of each one with whom I talked and of each one who spoke in public to do work of value to the schools and the people they represent. The industry evident in the graphic display of studies made and the reports of studies in progress and projected made it abundantly evident that more and better work is in prospect.

The plan for cooperative studies to be carried on by the Negro Land-Grant Colleges seems to me to be a very wise development and one that may lead to increasingly important results. It will make possible a pooling of resources—of time, staff, and funds—to discover and make known information that now gets too little public notice. Where the time and money and resources are limited, it is particularly important that they be concentrated, not dissipated in small and partial efforts. The plan of cooperation will give, also, a degree of direction to the schools and workers who, because of lack of training or experience, are most in need of help if their work is to be of greatest value. The result of the cooperation will show itself in the progressive improvement in the character of the research conducted. Again, it will lead to the avoidance of wasted efforts in impractical researches by emphasizing types of research that can be done successfully within the financial means and the enviring cultural circumstances.

Your plans for other conferences seem to me to be admirable. The workers will profit greatly by such meetings; they will develop a self-confidence, morale, and pride of accomplishment that will be all to the good.

EDWARD FRANKLIN FRAZIER

Professor of Sociology and Head of Department, Howard University; Consultant in Negro bibliography, Library of Congress.

Before stating my reactions to your plan for cooperative research with the Land Grant Colleges, I would like to say something about the Conference. To my mind, the Conference was significant because it represented the broadening and deepening of the stream of a great tradition which owes much to you. Moreover, the Conference was a distinct success in that it brought together and stimulated men and women who have generally been forced to work in isolation. Even if no other conferences were held, I am sure that many of those who attended this one would return to their work with a feeling that they were engaged in a worthwhile endeavor and that they had the support and appreciation of their fellow workers.

Now I shall speak specifically concerning your plan for cooperative research. The first fact that strikes me is that the Conference showed an amazing amount of research is being undertaken; and therefore there are men and women who are ready and able to relate themselves to such an undertaking. The second fact of importance is that the group represented a wide range of competence and experience in problems of social research. A program of cooperative research must take this fact into consideration because all schools are not prepared to begin on the same type of research problem. However, this is really no barrier to cooperative research since it would really permit the type of freedom and initiative which intellectual cooperation necessitates.

In view of the foregoing facts, I would make the following concrete suggestions:

1. As a first step in the plan of cooperative research, each school could be requested to gather certain basic information concerning the Negro in its area. In order to secure comparable data (not to regiment research) you and your associates might work out a general plan and indicate the techniques and instruments which should be used. In each of the areas there are men and women who are qualified to undertake

this type of study.

2. In order to maintain esprit de corps among the men and women working in the various institutions and at the same time to make available to all the knowledge and experience of individuals who have done considerable research, an institute might be held each year. In such an institute there would be lectures and seminars dealing with problems which might be studied as well as the methods and techniques of social research.

3. In the institute the more mature scholars would agree to undertake special research problems and those already engaged in research would have the advantage of conferring with other scholars and securing assistance. Thus the interests of the individual scholars could be linked with the general aims of the institute.

4. Since one of the aims of the cooperative research is to produce a large body of socially intelligent students who would understand the world in which they live, the members of the institute should relate their research as far as possible to teaching of social sciences. Although much of the student research might not be used for publication, it would nevertheless acquaint the student with the world of social reality and encourage a scientific attitude toward social life. At the same time some of the material collected by students could be used and exceptional students could be selected for advanced training.

Finally, I wish to express my appreciation for the invitation to participate in the Conference. I assure you that you may feel free to call upon me for whatever assistance I may be able to render to this important undertaking.

CHARLES SPURGEON JOHNSON

Director of the Department of Social Science, Fisk University; Trustee of the Julius Rosenwald Fund; Chairman of the Race Relations Committee of the American Missionary Association.

My impressions from the research conference, which unfortunately were limited by the fact of being able to attend only one day of the meeting, are on the whole quite favorable. For such value as they may have, I shall list my general observations.

1. The group was about the largest I have observed of Negro faculty members interested primarily in social research. The common purpose was understood even though the interpretations of what is meant by research may have varied widely.

2. There is a distinct value in concentrating on the Land-Grant Colleges:

(a) These are a workable unit.

(b) They offer an opportunity, not yet realized of course, to incorporate social studies into the academic organization of the school with regular support for this program from a substantial source.

(c) Social studies are in the educational theory of the State-controlled institution just as agricultural experiment stations are, but they lag in realization, in part at least, because there has not been the same demonstration of fundamental practicability, or trained personnel, or conviction of academic utility on the part of administration.

(d) We shall probably have to look more and more to the State-supported schools in the future for large scale developments in Negro higher education.

3. From the reports given, there was represented a surprisingly wide range of research interest, and a few excellent studies, or beginnings of studies.

4. The fact that so large a number of persons were present without direct financial aid from an outside source pointed to a reserve of interest that might be counted on to carry along a coordinated movement among the colleges. Not to be overlooked, however, is the prestige of an established and admired scholar in this field who has served as an effective catalyzing agent.

Observations suggesting directions for development of program:

1. There was evidence that in only a very few cases did the institutions provide for any time for research, or financial means for carrying it out.

2. The best work was done by individuals with a definite problem and research interest of their own, and not by the administrative assignment of problems and a small budget "equitably" among teachers, without regard to interest or experience, just because class loads or other routine responsibilities are distributed in this manner.

3. Except in the case of some of the individuals whose institutional research problem was also their doctoral thesis problem, there was little in the reports that could properly be called research, or scientific social study, either in method, approach, selection of problem, tests of validity or accuracy, or coordination with related studies elsewhere, in the present or in the past. Reference was made to several studies that have been observed to be conspicuously unsound.

4. Few of the persons assembled gave evidence of rigid research training and discipline.

The following suggestions are offered:

1. That the coordinated program be restricted to those individuals in the institutions with a fundamental interest in social studies, and some experience. (The schools can help this by adding to their faculties one or more persons with such experience and interest, and by permitting them to function.)

2. That the coordinator develop a basic plan and general procedure for gathering comparable data from the local communities. This will not only contribute to the value of the materials, but will provide a training ground and factual background for other more detailed studies within this larger framework.

3. That the central theme of the studies, the **methodology**, the broader conceptualizations from the data and **experience** be made the basis of a brief Summer Institute, attended by persons related to the studies, and guided by mature research personnel.

4. That a clearer distinction be made between social studies designed as a scholarly contribution to knowledge and social studies designed primarily as a teaching device for the socialization of the students.

5. That there be a medium for keeping all cooperating members informed on the experiences of others in the group.

6. That the larger studies emerging from the common background be given the critical counsel of the membership; and that in time these special studies be so developed that they follow a significant larger pattern. For example, although it will be valuable for all units to make a general social inventory of the locality, there is no such advantage in all units working on problems that are basically the same in all areas. It is possible, however, to study cooperatively various aspects of such a problem as migration, the family, social problems of adolescence, social marginality, etc.

7. That the office of the Coordinator provide itself with means for compiling the total materials from the communities, and with or without the aid of consulting sociologists, psychologists, educators, offer analyses and suggestions for further significant programs.

8. That there be associated with the program a competent board of review, before publication.

DONALD RAMSEY YOUNG

Research Secretary of the Social Science Research Council.

I have no doubt whatever concerning the value of your objective. There is need for the encouragement and guidance of social and economic research at the Land-Grant Colleges, both in terms of the benefits which should be derived there-

from by the institutions and their faculties and also in terms of the practical social utility of the anticipated results.

There are, of course, obvious difficulties of a serious nature in the way of putting your plan into operation. Research personnel at the institutions in question, for example, is most uneven in quality and at some institutions may be said to be almost completely lacking. My experience suggests that cooperation between institutions and research workers is never easy to accomplish, even where it has been assured in preliminary conversations. I still have some doubts about the ultimate wisdom of directing the work of too many colored social scientists to problems of race relations. Regardless of such difficulties, however, it seems clear to me that the purpose of your proposal is so important that every effort should be made to see that it is accomplished. The Land Grant Colleges are the obvious institutions for your purposes.

EDGAR TRISTRAM THOMPSON

Associate Professor of Sociology, Duke University.

At the Atlanta conference there seemed to be some doubts concerning the workability of the program for cooperative social science research in the Negro land grant colleges. Of course, there are difficulties, always there are difficulties, but I do not share the pessimism which I thought I sensed on the part of some. I hope, therefore, you will continue your efforts to stimulate and promote some sort of cooperative research among the colleges.

A point at issue at the conference concerned the possibility of cooperative research at all. I agree that from one point of view there is no such thing since every insight, every generalization, must always be born in an individual mind and it is doubtful if any committee ever produced any great research. But from another point of view it might be argued that cooperative research is the only kind of research there is. The very best mind will not get those precious insights or

reach scientific generalizations unless he lives among and draws upon the minds of a company of curious and eager men and women all having the same run of attention and interest. Recently I read Leopold Infeld's *Quest*. One of the things one gets from reading this book is that research is world-wide, cooperative through the infections of enthusiasm and discussion, and is the monopoly of no one man, no one group, nor of any race or nation. Acquaintance with Infeld invites acquaintance with scores of remarkable men in science.

I realize I am not telling a man of your achievements anything new. You know as well as I do that the first requisite to science is just plain curiosity. Great scientific discoveries are often very simple in their origin. They seem to lie in the sudden consciousness of the significance of some familiar fact, a significance never suspected because the fact is so familiar. Newton and the falling apple, Watt and the steaming kettle, are illustrations that occur at once. The same truth is no less remarkable in sociology. The discoveries that have determined its direction have been most often due to attention to facts so simple, so common, and of such everyday occurrence that their very simplicity and familiarity have screened them from observation. The difficulty is, I think, that we are so much concerned about our personal status, our jobs, and the prestige of research as to miss the point that real research stems always from the joy of personal discovery. To realize that we know something about the nature of society is to realize at the same time how very ignorant we remain. Yet it is only awareness of darkness that brings seeking for the light. Sociological problems must first be felt before they can be grappled.

Dr. Park has taught us something about rote learning. We ought to realize that there also is too much rote research, too much concern with complicated and artificial "methodologies." Now I am all for methodology, but research never begins with methodology. It begins with a man who wants

to find out about something, and wants to very badly. So much of our concern for etiquette is insuring proper conduct. I say these things because it seems to me that many Negro students and teachers are peculiarly afflicted with a stilted and artificial view of research. Equipped with a deeper and more immediate experience with the realities of life outside college campuses they, nevertheless, are trying too eagerly to keep up with the white Joneses when it comes to research. Too many of them are living in an unreal world of books and especially textbooks written by whites for whites and they are so dominated by the literature that they have bypassed their own life experiences. I think I understand why this is so and how naturally it has come to be so, but it should be combated. One good way to do so is to keep bringing Negro scholars together in conferences where they can subject each other to criticism. I understand this is your plan.

Every piece of real research is rooted in the individual interest of some man and of course it is important to protect and safeguard this interest. But interest also can be created and stimulated and this seems to be true where there develops a common frame of reference for the integration of existing studies and the planning of new ones. You remember I suggested the subject of land for such a purpose. Land-Grant colleges presumably are training their students for a life on the land. Historically Negroes have been very close to the land and the largest occupational group of Negroes is still on it. Whites and Negroes claim it as a common social, if not legal, inheritance. At one end of a continuum the study of land can be carried on in geological, chemical, and biological terms, e.g., soils and soil depletion, agriculture, forests, natural resources, etc. As we move up the scale, demographic and migration studies come in. Then competition for the land and, because in the South the races are intermixed on the land, comes interracial competition for land. Still further along on the scale will come more purely economic studies. Since the possession of the land gives authority and control,

land is also a political fact. The political aspects of tenancy and the plantation system need far more investigation than they have yet received. Then, at the other end of the continuum, there are the sociological studies that might be made of the land.

I think it was the seasickness I experienced when I took my first ocean voyage that caused me for the first time to reflect on the social meaning of the land. It took such an experience to make me really appreciate Henry George's remark: "Man is a land animal, and a land animal cannot live without land."

To the people of the city who use the land for little except a sidewalk the land has receded more and more into the background. Our urban populations seem actually to have forgotten that we all live on land, so much so that the land occasionally comes as a rediscovery and there is for a while talk of a back-to-the-land movement. It is a fantastic phrase when you come to think of it, implying as it does that we now walk about on the clouds or on the sea. Perhaps it is because most social science research has been dominated by urbanites with city mentalities, that we have very little systematic knowledge of the role of the land in society. We need to know better than we do now how land becomes not merely a scene of operations but how it enters into the very texture of human relationships. In the South, it seems to me, studies of farm tenancy have been much too formalistic and unimaginative. After the Civil War the role of the planter as master underwent considerable reduction, but his role as landlord became a highly important one. Planter and laborer in the course of time assumed new relationships to each other based upon the relations of each to the land. Land began to enter into social relationships and social organization in a new and different manner. In Southern rural society the land came to be a mass of holdings and tenures of one kind or another that spread like a net over almost all property and held almost every individual in its meshes. A society came

versity of Tennessee; Acting Chairman of the Commission on Interracial Cooperation.

I think you are starting something which is very fundamental and which should go a long way in improving not only the Negroes of the South but other peoples as well. I was greatly impressed with what the Negro colleges have been doing and the prospects for the future.

THOMAS LYNN SMITH

Professor of Sociology and Head of the Department, University of Louisiana.

I think well of your plan for promoting research work on the part of the social science personnel at the land-grant colleges for Negroes. Points I think should be given due consideration as the program develops are as follows:

1. The opportunity for the workers to meet, exchange ideas, discuss the pros and cons of various approaches and techniques, and benefit by mutual stimulation, will probably be one of the principal gains.

2. In planning the cooperative ventures, emphasis should be placed on helping the individual to see the broader perspective, and how his individual project helps complete a larger picture. It should look at a whole and then assign roles to particular persons. Therefore the conferences should be largely given over to discussion of needed research, how that corresponds with the projects under way, and what each is best fitted to add to his program.

3. The advice of sociologists at institutions for whites should be sought from time to time as the work goes along; but not to the extent that there is any tendency at any institution for the white man to determine, even by suggestion, what shall be done by the Negro.

CHAPTER 4

SOME ACTIVITIES OF NEGRO LAND-GRANT COLLEGES IN SOCIAL RESEARCH

1. *Reports of Delegates.*

Delegates to the Conference brought reports of their efforts at social research. Most of these efforts were begun long before this project of cooperation was proposed and represented therefore the normal research program of the various institutions, upon which cooperative effort may be based. Other colleges present a forecast of the work which they propose to do in carrying out the cooperative effort. Reports from ten colleges are included. Other institutions have also been engaged in research work, but were not ready for formal report. The reports are arranged alphabetically by states.

2. *The State Agricultural and Mechanical Institute, Normal, Alabama.*

Two studies have been carried out in this institution in 1939 and 1940:

Employment of Skilled Negro Workers in Alabama, 1939

The purpose of the study was to discover the relationship between occupational interests of high school seniors and occupational opportunities in the State; to reveal educational demands of certain occupations; to set up guiding principles for functioning curricula on the basis of revealed interests, opportunities, and educational demands.

The data presented in this section represent the replies of employers in 61 manufacturing and industrial establishments in Alabama with reference to these four questions:

(a) What is the relative distribution of Negroes as skilled and unskilled workers in a selected group of industries, as reported by the employers themselves?

(b) What is the nature of the work done by skilled employers in those industries reporting that Negroes are so employed?

(c) Where Negroes are not employed as skilled workmen, what

are the reasons for non-employment as given by employers?

(d) What educational qualifications are required of employees in the selected industries?

Blanks were mailed to 200 industrial concerns selected from a total list of all industries in the State of Alabama prepared by the State Chamber of Commerce. Those concerns were selected in which, according to the description of the industry, satisfactory service by employees would require some type of skilled training in school or in the industry itself. Sixty-one blanks were returned with a distribution of twelve railroad industries, seven foundries, seventeen steel fabrication industries, six manufacturing concerns, six lumber establishments, seven printing firms, three electrical firms, and eight miscellaneous firms in which the nature of industries was not given.

Foundries employing Negroes as skilled employees used them as molders, core makers, chippers, finishers of fittings, and operators of machines. Steel fabrication plants reported Negro skilled employees as mechanics, and machine operators. One manufacturing firm reported the use of Negroes as machine operators; a chemical manufacturing firm reported the employment of a chemist helper. The electrical utility listed 15 skilled Negro mechanic helpers.

Twenty-three firms reported that Negroes were not employed as skilled labor in their establishments. The classification of these firms includes: one carbon brush manufacturing, one neon sign manufacturing, one photo engraving, one body building, one boiler repairs, one type foundry, three foundries, three steel fabrication, one ornamental iron work, one metal cabinet manufacturing, one gray iron casting manufacturing, two machine shops, one tin, sheet, and metal work, and five unclassified.

The work done by skilled workers in the 37 industries employing Negroes in this capacity shows that 34 different occupations are represented.

In building construction, Negroes were employed as carpenters, brickmason, plasterers, painters, and lathers. A manufacturer of school busses and truck bodies reported Negro skilled workmen as upholsterers, painters, and workers in sheet metal. A lumber firm reported the employment of Negroes as firemen, machine feeders, ripsaw men, and moulders. Railroad shop managers reported Negro skilled employees as punch and shear operators, cranemen, fitters, heaters, and painters. A firm manufacturing mining cars reported Negro skilled employees as molding machine operators, cupola tenders, and steam hammer operators.

No.	Type of Industry	All Workers		Negro Workers			
		Skilled	Unskilled	No.	Percent	Unskilled	Percent
6	Railroad shop	89	215	61	67.4	174	80.9
7	Foundries	475	996	204	42.9	758	78.1
17	Steel fabrication	759	667	134	17.6	338	50.6
6	Manufacturing	414	267	7	1.6	173	64.8
6	Lumber and bldg.	154	149	20	12.9	79	53.0
7	Printing	31	115	0	0.0	62	53.9
3	Electrical	433	2,000	18	4.1	75	3.7
9	Miscellaneous	96	121	6	6.2	54	44.6
61	Total	2,451	4,506	450	18.3	1,713	37.7

Of the 60 employers returning blanks, 47.9 percent indicated that lack of specific technical training for their industries was a significant factor in their non-employment of Negroes to positions requiring skill. The fear of public opinion was listed as a reason by 22 per cent. The inability to mix Negro and white skilled employees or the attitude of white skilled labor was given as a significant reason by 35.6 per cent. Lack of such standards of work as were necessary for success of the product was listed as reasons for non-employment of Negroes by 25.7 per cent of the total of 60 employers. Lack of personal traits required for success in the industry was given as a deterrent reason by 16.9 per cent. "Not customary" was an important reason given by 31.6 per cent. "Skilled Negroes not available in sufficient numbers" was given as a reason by 15.2 per cent.

1940—*Rural School Problems*

It was the purpose of this study to describe and evaluate the curricular provisions for the rural elementary schools of Madison County; to state the educational needs of the county and to offer some suggestions for improvement. Some of the findings were:

A larger percentage of the Negro population lives in the rural area: Urban Negroes 4,652, as compared with Rural Negroes 17,421.

In comparing the investment in school property per school child enrolled in rural sections, with that of children in cities, it is found that the rural children are provided with only 36 per cent of the investment in property per teacher employed, as compared to 64 per cent for the city schools. The value of public school property in Madison County shows: Sites and buildings for Negroes \$30,000, equipment \$6,000, making a total of \$36,000; the value per Negro pupil enrolled \$9.76 as compared with the total value of buildings and equipment per white pupil, \$64.96.

The social and economic conditions of the rural areas present many problems that are pertinent to education; chief among these are: inadequate income from farm labor, poor means of transportation, which affects school attendance and poor school houses.

A review of the early history of public education for Negroes in Alabama reveals:

A continuous controversy over the paying of taxes for public education in counties where Negro children were in the majority.

The period following Reconstruction did not give opportunity for continued progress in Negro education. The State Legislature segregated the poll taxes which were devoted to school purpose by race, to allot funds within the counties as they would seem desirable in maintaining a system of schools equal for all children as near as practical. In 1890 to every dollar received by the Negro child from the public funds, the white child received \$5.83.

More progress is found in urban industrial areas than in the rural areas. There are 5,492 schools in Alabama of which 2,759, or about half, are of the one-teacher type. Of these 2,759, 1,715 are Negro one-teacher schools. Most of the schools in Madison County for Negroes are one and two-teacher schools. There are twenty-five one-teacher schools and twenty two-teacher schools. These schools are in dire need of improvement.

The county lacks a well organized and functioning health programme for the Negro children. Most of the pupils have neither been vaccinated nor inoculated. Health inspection is not encouraged and followed up. Tuberculosis is unduly prevalent in the county and the death rate is exceedingly high.

The percentage of illiteracy is great. There are 3,499 Negro illiterates. The percentage of illiteracy for the white population is 6.7 as compared with 23.9 per cent for the Negro.

The majority of the Negro population are tenants; 1,314 are cropper tenants, with meager incomes scarcely enough for existence.

Yet, Madison County is rich in natural resources. Industrially speaking, Madison County leads all other Tennessee Valley Counties. It produces 50,000 bales of cotton annually and the retail business is in excess of \$9,000,000 annually. The annual value of manufacturing products is placed at \$21,000,000.

A report of educational expenditures for 1938-1939 shows: (1) Total salaries for white teachers including vocational agriculture teachers, \$177,635.50; for colored teachers \$31,615.50. (2) Per capita current expenditures per Negro pupil \$5.95. Expenditures per white pupil \$29.26.

The salaries of Negro teachers are low. The average monthly and annual salaries paid Negro teachers and white teachers in elementary and high schools in Madison County in 1933-1934 are as follows: (1) Elementary, monthly, Negro \$42, white \$66. (2) Elementary, annual, Negro \$289, white \$509. (3) High school, monthly, Negro \$49, white \$93. (4) High school, annual, Negro \$338, white \$770.

Alabama as a whole gives a very discouraging picture in the great differences in educational offerings and financial support. The state as a whole pays the white elementary teacher an average annual salary more than twice the annual salary paid Negro elementary school teachers.

The rural schools in the county fail to retain children in school throughout the tenth, eleventh and twelfth grades. The enrollment decreases with the advancing school year. There are 2,844 Negro children in grades one through four; 686 in grades five and six, and 296 in grades seven, eight, nine and ten.

Excessive over-ageness is found in the elementary grades. This problem is due to starting to school late, retardation, poor attendance and many other related factors. The teaching load is heavier for the Negro teacher than it is for the white teachers. There are 3,826 Negro pupils with 81 Negro teachers; 10,111 white pupils with 256 white teachers. This shows an average of 47 Negro pupils to the teacher and 39 white pupils to the teacher. These rural schools fail to promote good attendance; pupils stay out of school to work on the farms. The long walking distance is also a barrier to attendance.

The study revealed that no cumulative records are kept, showing trends in the child's school work, his history, achievement scores, intelligence score and special interest or special aptitudes. No standardized tests are given to measure pupils scientifically. The traditional report card is used where pupils are graded on the percentage basis.

The training of the Negro rural teacher is inadequate. The prescribed normal course for teachers, of which 52 out of the 81 rural teachers have completed, is not sufficient to meet the needs of a progressing social order.

The subject matter courses given in the college are not broad enough in scope so as to meet the needs of the Negro teacher as a citizen, as an individual and as a member of the teaching profession.

There has been no standard for the selection of the potential teachers. The supervisory program is not well organized and articulated.

There is a large number of poorly constructed and dilapidated buildings of which approximately 60 per cent are community churches. There is poor quality and insufficient amount of equipment. There is a need for desks, blackboards, globes, maps, charts, libraries, tools, and playground equipment.

3. *Tuskegee Institute, Alabama*

In 1908, the Department of Records and Research at Tuskegee Institute was organized by Mr. Monroe N. Work, who served actively as its director until 1938, when he was retired. Since that date, Mr. Work has remained close to the Department and has served as advisor to his successors.

From its founding to the present time, the Department has been engaged in (1) collecting, compiling, and disseminating information regarding Negro life and social conditions affecting Negroes, (2) conducting special research on subjects relating to the Negro, and (3) organizing and teaching courses in the history and sociology of Negro life and race relations.

Data relating to the Negro have been gathered from all the major areas of the world, and are available for use by students and scholars. At the end of 1943, this collection consisted of 2,000 books relating to race, race relations, and social problems arising from racial contacts and differences, and about 33,000 bulletins, pamphlets, brochures, official reports and other documents, magazines, newspapers, and letters. Illustrative of the latter are government bulletins on agriculture, labor, and population; pamphlets on lynchings, race riots, the Ku Klux Klan, the poll tax, education, and conferences issued by such organizations as the Committee on Interracial Cooperation, the Southern Conference for Human Welfare, the N.A.A. C.P., the National Urban League, and the Rosenwald Fund; bills passed by legislative bodies and decisions of courts; official reports of federal and state departments of education, the National Negro Business League, fraternal orders, etc.; scientific and professional journals, such as the *American Anthropologist*, the *American Sociological Review*, the *Monthly Labor Review*, the *Journal of Southern History*, *Phylon*, *Opportunity*, the *Journal of Negro History*, the *Journal of Negro Education*, and the *South African Outlook*. In addition to these materials, there are many thousands of clippings from newspapers and magazines which are classified and filed according to the

time and the topic of the event.

During the past thirty-six years, the data in this Department have been used extensively by members of the Department and by other scholars in the preparation of articles, monographs, and books on historical, economic, and sociological problems.

Since 1908, the Department has published nine editions of the *Negro Year Book*, edited by Mr. Monroe N. Work. This publication has been a standard source of information relating to the Negro, and has had world-wide circulation. In addition to editing the *Negro Year Book*, Mr. Work compiled a *Bibliography of the Negro in Africa and America*, published in 1928. This volume has been recognized as an outstanding contribution to scholarship, and has been of great aid to students of race and race problems. During the thirty years he served as director of the Department, Mr. Work wrote numerous articles relating to Negro life. Significant among these articles are those dealing with (1) culture and cultural contacts in Africa, (2) race and class in American culture, and (3) lynchings and other forms of race conflict.

As important as have been the scientific and scholarly contributions of Mr. Work, perhaps his largest service in the field of research has been his personal stimulation and encouragement of other writers, many of whom have since become recognized scholars. During Mr. Work's career at Tuskegee Institute, persons from all parts of the United States and from as far abroad as Brazil, South Africa, India, and China, have come to him for suggestions and criticisms relating to their proposed research.

4. *Kentucky State College, Frankfort.*

During recent years there have been but two studies made at Kentucky State College which could be classed as research in the field of socio-economics. One was a brief six page mimeographed report done at the college as the first of a group of more specialized studies on conditions among Negroes in Kentucky, to be carried out under the auspices of the Louisville Urban League. This report covered the decline of the Negro population in the state and suggested as possible causes the growing urbanization of the Negro with its accompanying higher death-rate and lower birth-rate; and also the losses due to an unfavorable balance in the inter-state migration of the Negro. Suggested causes for these latter conditions such as the poor economic position of the Negro and the shortages in health services for Negroes were discussed and illustrated.

The other socio-economic study was made by President R. B. Atwood as the introductory chapter of his master's thesis on Adult Education for Negroes in Kentucky done at the University of Chicago. The table of contents for this twenty-eight page chapter is as follows:

Population

- Trends in population growth
- Rank of the state in population
- Density of the population

Health

- Births and deaths
- Infant mortality

Education

- Illiteracy
- School attendance

Occupations

- Number gainfully occupied
- Occupational distribution of workers
- Professions
- Retail business
- Unemployment and relief
- Farmers

Churches

- Number of churches and members
- Value of churches and expenditure

Summary

Twenty-four tables of statistics were used to illustrate more fully the subjects indicated above.

At present tentative beginnings have been made on several studies based on the latest census figures, but our progress thus far is not sufficient to indicate with any degree of accuracy the results which will be obtained. During the coming summer at least one person will be devoting all of his time for ten weeks to this work, another will have five weeks; and while not as definitely planned as the work of the two men mentioned above, others will no doubt have the time to devote to research in this field also.

5. *Southern University, Scotlandville, La.*

In 1940, the first annual educational conference was held at Southern University. The attempt met with such success and general approval that a second conference in 1941 seemed justified. A third

annual educational conference for the Negro teachers and educational leaders of Louisiana followed in 1942.

It may be observed from the three annual conference themes that our studies and conferences have not as yet established a definite trend, but it is hoped that improvement in this respect may be made in the future.

The conference is sponsored jointly and co-operatively by Southern University and the State Department of Education, represented by the Negro Division and the Division of Higher Institutions. A conference theme, a program of research studies, and finally a conference program are mutually agreed upon.

The following bulletins, with reports of these conferences have been published, aggregating 480 pages:

Southern University Bulletin, Vol. 27, No. 2, January, 1941.

"A Survey of the Negro High School in Louisiana."

Minor studies included under the above title:

1. Administrative and Curricular Aspects
2. The Principal
3. The Teacher
4. The Library
5. Building, Facilities, and Equipment
Studies—A Summary
6. Suggested Steps for the Improvement of Negro High
Schools in Louisiana

Southern University Bulletin, Vol. 27, No. 3, March, 1941.

"Research and Creative Edition."

Minor studies included under the above title:

1. The Social and Economic Status of the Community
of Scotlandville, Louisiana
2. The Acquisition of Agricultural Lands by 151 Negro
Farm Owner-Operators in Six Communities of
Louisiana
3. Business Education in the Small High Schools in
Louisiana

Southern University Bulletin, Vol. 28, No. 2, December, 1941.

"The Economic Status of the Negro in Louisiana."

Minor studies included under the above title:

1. The Negro Farmer in Louisiana
2. Negro Business Enterprises in Louisiana
3. Domestic Service in Louisiana
4. Employment Status of Negro High School Graduates
in Louisiana

5. The Relative Cost of Health and Total Value of Family Living in Two Communities in Louisiana
 6. Agricultural Problems of Negro Farmers
 7. Improving Efficiency of the Negro Worker in Industry
 8. Economic Status of the Negro in the South
- Southern University Bulletin*, Vol. 29, No. 2, February, 1943.
- Vocational Opportunities for Negroes in Louisiana.”
1. Occupations in Which Negroes Have Been Gainfully Employed in Louisiana
 2. Opinions of Negro Workers Toward Vocational Opportunities
 3. The Effects of Discriminatory Practices Against Negroes in Louisiana
 4. The Availability of Vocational Education for Negroes in Louisiana
 5. Vocational Choices of Negro High School Students in Louisiana

In addition to the studies of the Educational Conferences, four social studies are in progress:

1. Consumer Practice of Negroes in East Baton Rouge Parish, Louisiana.
2. Politico-Civic activities of the Negro professional class in Louisiana.
3. Racial attitudes of Negro College students in Louisiana.
4. The present status of secondary education for the Negro in Louisiana.

6. *The Agricultural and Technical College of North Carolina*

Our Department of Social Sciences includes the following: history, economics, agricultural economics, political science, sociology, rural sociology, geography and religious education.

Owing to the fact that our college has been engaged very heavily in the War Training Program, we have not had opportunity to devote as much attention and effort in the matter of research as many of you. We have, however, made a few studies both institutional and individual.

During the last two years our faculty has been concerned with the problem of preparing a re-statement of our "College Objectives in the Light of the Socio-economic Status of its Constituency." This study has not been completed, but already we have found it to be a very far reaching problem, requiring much more time and labor than we have been able to devote to its completion. We plan to use this

material in further developing our college offerings.

During this year we have had a special committee of faculty and students working on the problem of determining the effects the war has had or is likely to have upon the college and its curricula. We are also engaged in a project of writing a history of the college. This, of course, carries considerable material on the activities of graduates, which will involve various occupations and professions.

Among the studies now being made by members of the faculty in the field of social sciences we may mention the following:

Professor E. N. Palmer of the Department of Sociology has accumulated considerable information on "Factors Affecting Urban Negro Unemployment." This is an effort to isolate and measure the influence of certain factors associated with the excess of Negro unemployment over white unemployment in the Urban United States. The factors dealt with include: (1) Age, (2) Sex Distribution, (3) Occupational distribution, (4) Health status and geographical distribution of the Urban Negro labor force, and (5) one of its main objectives will be to get a more precise measurement of the influence of discrimination against Negroes in the matter of job opportunities.

During the year Mr. Palmer has also cooperated with the State Welfare Department in conducting a community survey to determine the needs of Greensboro for funds provided by the Federal Lanham Act, and we have only recently been informed that the Negro population of the city will receive five additional nursery schools to be opened this summer.

Miss Lunabelle Wedlock of our Department of Economics is at present engaged in a study of the "Negro Workers and the American Federation of Labor Since 1930." The major topics of this study include: (1) the attitude of the American Federation of Labor toward the Negro worker both before and since the outbreak of the war, (2) the increased participation of Negroes in war industries and areas of war industries, and (3) democratic participation of Negroes in post war labor movements.

Mrs. Georgia Gleen of our Home Economics Department is making a study in preparation of a manual for cafeteria management. The chief items of research in this study include: (1) Testing, training and training procedures in the preparation of cafeteria employees. This study is a part of the requirements for the Master of Science Degree at Pennsylvania State College.

Professor H. R. Arnette of our Department of Psychology and Education is preparing a dissertation for the Doctor of Philosophy

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Degree at the University of Pennsylvania on a "Psychological Study of the Extra-curricular Interests of North Carolina High School Students." This will include twenty odd high schools in the state that are accredited by the Southern Association of Colleges and Secondary Schools.

Now we turn to research among the students. One of the requirements for graduation in the division of social sciences is the preparation of a thesis by each candidate. Training for this work is given in a regular course giving three hours' credit, and the thesis is prepared under the direction of the course instructor with a student's major professor serving as adviser. The thesis is required in both the under-graduate and the graduate divisions.

A recent thesis for the Master's Degree was completed by Mr. Woodland E. Hall on "A Study of the Needs in Vocational Agricultural Education in Gates County, North Carolina." This was based largely on occupational and social needs.

At the present time, Mrs. Mamie Cooper is preparing a thesis for the Master of Science Degree on "A Study of Adult Education in East White Oak Community." East White Oak is a cotton mill village in which a considerable number of Negroes are employed.

Mr. T. E. Humphrey is working on "Philosophies of Education Current Among Negro Teachers in Guilford and Davidson Counties." This investigation is seeking to discover: (1) To what extent teachers in the public schools carry on instruction in the light of socio-economic status of the students in their classes, and (2) in Guilford County there are three Negro colleges including our college, and in Davidson County there are no Negro colleges. This study will attempt to bring out the influence which the colleges in Guilford County have had upon the public school teachers.

A third Master's thesis is being prepared by Mr. C. A. Barrett, Principal of the Randolph County Training School, on the "Religious Background and Influence of the Students of Randolph County, North Carolina." This investigation makes a survey of the religious history of a selected number of students and parents and tries to measure the influence which religious teachings in the home and church have upon the conduct of the students.

A few recent titles in the social sciences fields on the under-graduate level may be mentioned.

- (1) "The Development of Negro Education in Chowan County" by Mrs. Elizabeth Lowther Brown Byrd.
- (2) "Negro Life in Watauga County" by Mr. Frazier R. Horton.
- (3) "Social and Economic Life of the Negro Citizens of Oaks

Community, Alamance and Orange Counties, North Carolina" by Mrs. Victoria M. Wade.

- (4) "A Comparative Investigation of Public Health and Recreational Facilities of Negroes and Whites in Asheville, North Carolina" by Mrs. Victoria M. Wade.

Many other communities and school districts have been studied through the years. We hope in the future to study more extensively other typical communities of the state and combine them into a comprehensive statement of the life of Negroes in North Carolina.

WARMOTH T. GIBBS, *Dean*

April 20, 1943.

7. *Langston University, Langston, Oklahoma*

In reply to your recent letter of inquiry in regard to the proposed Land-Grant Colleges' research, we are moving forward as quickly as possible on preliminary measures. We have just today secured an office in one of our buildings, from which we can conduct our research. Dr. Harrison has reduced my teaching load, effective next semester, to allow me the time needed to direct the project. Mrs. Ackiss, who will be my assistant and coordinator of materials, will also carry a lighter teaching schedule after the current semester. I am now in the process of selecting several research workers to assist with some of the mechanical aspects of the investigation.

It is too early to be able to say with exactness the procedure we shall employ to make this study. It appears, however, that our most fruitful and convenient point of departure will be a consideration of the community of Langston, especially with reference to the socio-economic status of its residents. That would naturally mean that Logan County, in which Langston is located, would be our first large unit of investigation.

More particularly we want to define the Negro problems in each community in terms of what the Negroes themselves conceive as problems. In so doing we will no doubt discover certain situations which constitute social problems but which are not so recognized by members of the community. In such an event it will be our task to arouse a "problem consciousness" at least in the individuals who are adversely affected by the situation. In our attempt to define the actual problems encountered by Negroes we shall, of course, take into thorough consideration the institutions by which they are influenced and, in fact, all of the social forces by which Negro life and personality are affected.

Another part of our procedural process will consist of digesting

and condensing state legislation which is restrictive in reference to Negroes, and state Supreme Court decisions concerning Negroes and Negro rights. This seems advisable in view of the divergence between law, judicial precedent, and custom in a number of jurisdictions. Moreover, legal sanctions should lend validity to certain claims which might be made on behalf of Negroes as a result of this study.

Finally, we expect especially to ascertain what part the Negro in Oklahoma is taking in the war effort, how many who are now engaged in private pursuits can be utilized and how in the war program; and what role the Oklahoma Negro can most profitably fill in the post war economy.

I am not aware that this institution or persons connected with it carried out any social studies last school year. At present Mrs. Ackiss and I are engaged in writing a series of articles on all-Negro communities in Oklahoma. Our first effort which deals with Negro classes in Boley provides, we think, an entirely new frame of reference for the study of Negro society. You will see the results of this effort at an early date. Our final goal in this project is to bring out the significant differences in culture, adjustment, and personality, between Negroes who live in racially mixed communities and those who live in a state of semi-isolation from whites.

MOZELL C. HILL

The first result of this plan of study appeared in July, 1943: "Culture of a Contemporary All-Negro Community: Langston, Oklahoma," by Mozell C. Hill and Thelma D. Ackiss. A Langston University Bulletin.

The Bulletin says:

Langston University presents this study, Culture of a Contemporary All-Negro Community, 1943, as the first of a projected series of several bulletins dealing with Negro life and education in Oklahoma. The timeliness of the present investigation is occasioned particularly by two factors:

1. There is an imperative need for the college to understand its social setting, in this instance, the Langston community, so that it may use what facilities it has to improve economic and social conditions among the people.
2. The present war crisis has made the college increasingly conscious of the need for future economic and social planning; such planning cannot be effective without a thorough scrutiny of what has happened in the past, and a full realization and

a significant understanding of the present situation.

Mr. Hill and Mrs. Ackiss, both of the Social Science faculty of Langston University, in this study, have made an analysis of the living conditions of the people in this all Negro community. It is hoped that the information contained herein may serve as a means of acquainting all staff members with the conditions now existing in the local community and as an aid in formulating a program to remedy certain undesirable conditions.

Incidentally and conveniently the objectives of Langston University dovetail with personal researches now in progress by the writers under a grant from the Rosenwald Fund, which will attempt to explain the dynamics of the social patterns of all-Negro communities in Oklahoma. Under this award, Langston is one of six communities to be investigated. Accordingly, the present study serves the double function of introducing the university research program and of facilitating the Rosenwald project of Hill and Ackiss.

This project, in its totality, is controlled by the hypothesis that Negroes who live in semi-isolation from the dominant culture, and who are thus relatively free from the psychological pressure of the white society, exhibit different patterns of thought and behavior from those who are conditioned to living in racially mixed communities. Their frustrations as well as their rationalizations and adjustments are different, at least in degree and sometimes in kind. If this is valid, an understanding of the all-Negro community will open a new area for consideration of Negro-White relations.

8. *Prairie View State College, Texas*

Prairie View State College has the oldest and most systematic series of social studies of the Negro in existence since the Atlanta Conferences ended in 1920. Principal W. R. Banks, a graduate of Atlanta University of 1909, was keenly interested in the Atlanta studies in his college days and as soon as he had opportunity, inaugurated similar studies at Prairie View. He started with problems of education.

Historical Background of the Educational Conferences

In an attempt to meet some of the major problems growing out of the education of Negroes in Texas, and in an effort to make education more functional in the lives of the people, the administration of Prairie View College framed the organization of the Prairie View Educational Conference. "It was believed that a conference on education for Negroes in Texas with state school officials, county and superintendents, principals of Negro high schools, presidents and

deans of Negro colleges, representatives of philanthropic foundations, and citizens of Texas interested in Negro Welfare, would be productive of much good and sympathetic understanding."¹

On April 11, 1930, there convened at the College 138 white and colored educators of Texas. The success of this meeting was greatly due to the splendid cooperation given by the Texas State Department of Education. It was through this agency that invitations were sent out and facts concerning the topic were gathered. When this group unanimously voted to repeat the conference the next year, the Prairie View Educational Conference was born.

A survey of topics previously considered will show that they have appeared in groups. The first group of topics to appear was more or less concerned with general educational problems. This group covered three conferences. These conferences undertook an analysis of the status of the Texas Negro Schools in general; an analysis of Texas Negro high schools; and later, Texas Negro health, economic and vocational problems of Texas Negroes, and the availability of public school training to Texas Negro children. This group of topics was followed by topics of social action. The study of "The Interrelation of Educational Agencies for Negroes in Texas," is representative of this type. Here was an attempt to measure and evaluate the extent to which the various agencies concerned with Negro welfare were cooperating and coordinating in their actions. The Eleventh Educational Conference, which continued the series, gave rise to a cycle of youth problems. Here we are concerned with the nature and extent of crime and delinquency among Negroes in Texas. Considerable attention is given to youthful offenders.

It is inevitable that pioneer efforts appear feeble as techniques advance. However, more efficient techniques always have their foundations in these earlier efforts. Such has been true of the history of research techniques with which conference topics have been analyzed. Data used in the development of earlier conference topics were gathered through the instrumentality of the questionnaire. In this instance, one form was used. This meant that all data were gathered by having individuals from whom data were collected fill out forms and return them to the college through the State Department of Education. It is possible that only attitudes were studied in many instances. However, this method of study proved adequate for the nature of the topic under consideration.

¹Proceedings of the First Annual Session of The Conference on Education for Negroes in Texas.—Foreword.

As the research topic grew more specific, research methods necessarily grew, supplemented by the schedule and by research documents. In the later years of the history of the conference, questionnaires have been used only in case of a study of attitudes. For other types of information trained field workers have been used.

There have been three important changes in conference attendance. In the first place, there has been an increase in the number of persons attending. The attendance for the first conference has been recorded as 138 persons; the attendance of the eleventh conference was recorded at 2,500 persons. The second change in attending personnel has been racial in nature. There has been a gradual increase in the number of white educators attending. A third change has been in the nature of the occupations of those who attend. The early conferences were attended primarily by teachers or those engaged in school work. However, as the topics became specialized, greater and greater opportunities for bringing in different occupational groups appeared. The eleventh conference included, in order of representation, teachers, farmers, housewives, public workers, business men, students and others. Teachers continue to have the largest representation. Of the 2,500 persons in attendance, teachers accounted for 92 per cent.

The subjects of the 12 conferences to date have been as follows. The results have been published in bulletins aggregating about 750 pages.

1. Survey of Education for Negroes in Texas, 1930
2. Present Status of High Schools for Negroes in Texas, 1931
3. The Negro High School Teachers in Texas, 1932
4. Negro Rural Schools of Texas, 1933
5. Negro Health, Child Welfare and Protection in Texas, 1934
6. Economic Status of Negroes in Texas, 1935
7. Vocational Opportunities for Negroes in Texas, 1936
8. The Availability of Public Education for Negroes in Texas, 1937
9. The Interrelation of Educational Agencies for Negroes in Texas, 1938
10. The Negro Church in Texas as an Educational Agency, 1939
11. Crime and Delinquency of Texas Negro Youths, 1940
12. The Texas Negro Home: The Status of its Socio-Economic Organization, 1941

Mr. H. A. Bullock, Professor of Sociology and Director of research, outlines as follows the future work of the College in Social Research.

PROPOSED TOPIC FOR NEXT ANNUAL PRAIRIE VIEW
EDUCATIONAL CONFERENCE

Topic: *The Economic Readjustment of Texas Negroes
in a Period of War Emergency*

Statement of the Problem: With the rise of war emergency, the nation experienced the necessity of shifting its productive energy from the creation of civilian goods and services to the production of goods and services for war. This shift inevitably necessitated five changes in our economic life. First, it was necessary to call upon our vast labor reserve of unemployed, aged, women, and children. Second, it was necessary to shift many units of this vast labor force from civilian types of employment to those more directly concerned with war activities. Third, it was necessary to shift many units of our labor supply from areas of high labor reserve to those of low labor reserve. Fourth, there was the necessity of developing a machinery capable of training and supplying this new type of war economy with a continuous flow of skilled workers. Fifth, it has been necessary for both proprietors and consumers to alter their economic relations so as to meet the new demands of this war economy.

Since this shift in economic emphasis has been national in its scope, it is reasonable to assume that the Texas economic organization has more or less experienced its share of these changes. Therefore, there is interest in developing a research problem designed to test the extent to which the present war emergency has made necessary a readjustment in the economic life of Texas Negroes. The accuracy of such a test is dependent upon the answer to one basic hypothetical question:

To what extent has the present war emergency affected the economic status of Texas Negroes and what has been the nature of this effect?

When this general question is taken out of its broad aspect many subsidiary questions arise. However, it is assumed that answers to the following questions will form an adequate basis upon which analysis can be made:

1. What was the state of Texas Negro employment prior to the war emergency?
2. To what extent has there been an increase or decrease in the employment of Texas Negroes—aged, male, female, and children since the war emergency?
3. What was the state of Texas Negro standard of living prior

to the war emergency?

4. To what extent has there been a change in standard of living since the war emergency?
5. What is the extent to which Texas Negro labor, families, and institutions have moved spatially since the war emergency?
6. To what extent has it been necessary for Texas Negro workers and proprietors to shift from one type of occupational or proprietary class to another? What has been the nature of this shift?
7. What machinery has been established for the purpose of training Texas Negro workers? To what extent has this machinery been used? To what extent have these facilities for training resulted in the creation of Negro skilled workers?
8. What machinery has been developed by and for Texas Negro proprietors in response to the war emergency and the disturbance of balance caused?
9. What economic crises in individual and family life have resulted from these changes in economic life?

Data Which Are Needed: Research built around the above questions calls for the accumulation of a series of facts that may be classified and enumerated. It is from these facts that generalizations answering or testing the above hypothesis will be drawn. Below is an outline of such data:

A. Data Concerning the Status of Negro Workers Prior to the War Emergency

1. Per cent of Texas Negroes gainfully employed prior to 1940
 - (a) Percent for the state
 - (b) Percent for county
 - (c) Percent according to age, sex, location involving above and urban areas
2. Per cent of Texas Negroes gainfully employed in specific socio-economic groups
 - (a) For state
 - (b) For counties
 - (c) For urban and rural areas
 - (d) For age and sex

B. Degree of Increase or Decrease in Texas Negroes Gainfully Employed Since War Emergency

1. Number and per cent of Negroes not employed in 1940 but employed now.
 - (a) Classification according to sex
 - (b) Classification according to age

- (c) Classification according to marital status
- 2. Reasons for change in employment status
- C. Spatial Aspect of Change in Employment
 - 1. Classification of rates of change according to
 - (a) Location
 - (b) Types of change
 - a. Number moving from one part of county to another in response to job
 - b. Number moving from one town or area to another because of job
 - c. Number moving from one state to another because of job
- D. Occupational Shift Since War Emergency
 - 1. Number and per cent who have changed jobs since 1940
 - (a) Number and per cent classified according to location
 - (b) Number and per cent classified according to age
 - (c) Number and per cent classified according to sex
 - 2. Type of employment each individual was engaged in before 1940, and type each individual has been engaged in since 1940
 - (a) Number and per cent classified according to location
 - (b) Number and per cent classified according to age
 - (c) Number and per cent classified according to sex
 - 3. Extent to which this shift from one occupational class to another has been accompanied by shift in space
 - (a) Per cent changing spatially with no change in occupation
 - (b) Per cent changing spatially with change in occupation
- E. Machinery for Training Texas Negro Workers
 - 1. Number and classification of training facilities
 - 2. Location of training facilities
 - 3. Accessibility of training facilities
 - 4. Enrollment in respective training units
 - (a) Spatial distribution (by place and residence)
 - (b) Age and sex distribution
 - 5. Quality of training facilities
 - (a) Capacity of training unit
 - (b) Courses and apprenticeship opportunities offered
 - (c) Occupational status or class resulting from course
 - 6. Extent of use of training facilities by Texas Negroes
 - 7. Number and per cent of persons enrolled who have been placed
- F. Changes in Negro Business
 - 1. Changes in number and type of Negro businesses
 - 2. Changes in volume of sale of each type

3. Changes in location
 4. Changes in personnel
 5. Changes in the racial nature of the patrons
 6. Changes in the material equipment
- G. Changes in Standard of Living of Texas Negroes
1. Changes in the percent of income spent for food
 2. Changes in rental rates
 3. Changes in per cent of income spent for improvements
 - (a) Personal improvements
 - (b) Home improvements
 - (c) Family savings
 - (d) Family health
 4. Changes in physical well-being of family—especially as it affects family income and expenditures.
- H. Crises in Individual and Family Life
1. Crises of wage changes
 2. Crises of displacement on job
 3. Crises growing out of moving family or leaving family
 4. Crises of inadequate training or experience for the job
 5. Crises based on housing difficulties
 6. Crises based on health difficulties

Scope of the Problem: The cost of including the entire population of Negroes of Texas is prohibitive in such an investigation. However, it is possible to map a sample that would afford generalizations that would be reasonably applicable to the entire state. Such a sample would call for the selection of specific city and town settlements of east Texas so as to include Negroes of metropolitan, town and rural areas. It appears that the nature of the data requires that Negro labor, Negro business, Negro family life, and Negro education—defense and conventional—constitute the main fields from which information will be drawn. Instead of using an evolutionary or secular time period, the study will be concerned with a dichotomy of time involving *before* and *after* the war emergency. The temporal line of demarcation will be at 1940.

Sources of Data: There will be three main types of sources upon which we will rely for information. The first source is the United States Census. From this source we shall gather statistical facts useful in our study of the status of Negro economy in Texas prior to the war emergency. A second source will consist of registration data. From such data we can secure evidences of changes in Negro labor. Such data could be secured from Relief agencies, employment agencies, schools, and Chamber of Commerce Organizations (Negro and

white). A third source will consist of field work through schedules and questionnaires. All of the above sources are suggested in exclusion of those references that will be used from time to time in order to give the problem its proper theoretical setting.

Significance of Such a Research Problem: The significance of such a problem rests upon the timeliness of all research problems concerned with war. Many Negroes are interested in the nature of our participation in expanding employment opportunities. Therefore, it is believed that to discuss such a topic before the teachers and citizens of Texas would result in fruitful discussions of large public benefit. It is also true that any study of the economic status of the Negro must necessarily consider war economics. The results of this study, if adequately presented, will form a basis for a larger and more complete investigation of post war economic life on Texas Negroes.

9. *Hampton Institute, Virginia*

The Human Relations Center is one phase of the reorganization of the educational program at Hampton Institute which has been in progress since the start of the administration of Dr. Malcolm S. Maclean. It is specifically concerned with the program of the Social Sciences. Administratively, the Human Relations Center lies within the Division of General Studies and is one of the three major subdivisions of this division, along with Communications and Science.

"This center assumes responsibility for helping students study and practice the arts of living together and to maintain a high level of human living through co-operation and organization. Also, it functions as a coordinating center for the social studies and services of Hampton Institute. The goals of studies of human relations are to be found in our knowledge of man as a being and his resources for satisfying his needs and attaining the highest quality of living in terms of them and his own potentialities.

"With the guidance of competent staff members, students in this center participate thoughtfully in the activities of the Hampton community. They assume responsibility for knowing and learning as much as possible about the living of people in the larger region and for participating in studies and social and civic enterprises in the immediate community. The scholarly contributions of biology, psychology, sociology, economics, political science and history supply source materials in this center. Through discussions, reading and working together, knowledge, skills, attitudes and purposes are built.

"Through the Human Relations Center Hampton seeks to supply

a corps of highly competent social science teachers who can work effectively in community schools. We envision the school of the future as the community's cultural center in which community life is improved through study and active cooperation of children and adults under the leadership of sensitive and well-trained persons. Hampton Institute endeavors to prepare its students to teach in such schools."

*Surveys and Projects Initiated by the Human Relations Center,
1942-43*

1. Survey of Town of Phoebus, Virginia.
2. Preliminary Survey of a Church Congregation, Newport News, Virginia.
3. A Survey of Dormitory living conditions on the Hampton Institute campus.

Mr. Samuel Rosenberg reports on work in promoting consumers' cooperation:

At Hampton Institute has been organized, during the past year, a credit union among students who are learning how to organize and operate a credit union by actually doing so. Over \$300 in capital has been raised by more than 30 students.

In the city of Hampton, educational work in cooperatives has been progressing, particularly with the Hampton Roads Consumer Cooperative Association, a white group.

In Phoebus plans are on the way for a Cooperative Community Center.

In Emporia, Virginia, we have aided the community in its cooperative undertaking. In Richmond, the largest Negro consumer cooperative in the United States has been doing exceptionally fine work. We take a good deal of pride in the assistance which we have given them. Our students have received experience in auditing the books of the Red Circle Stores in Richmond. In Roanoke, Virginia, a buying group is rapidly progressing and promises to be an outstanding consumers' cooperative. One of our graduates, Mr. Neill McClean of Bricks, North Carolina, has been doing exceptionally fine work in organizing cooperative credit unions in eastern North Carolina.

Six students and I participated in the Eastern North Carolina Conference where we discussed consumer and producer cooperatives and operative services. At Columbia, North Carolina, I was the main speaker at a cooperative conference which was held for the cooperatives within a vicinity of fifty miles.

Last summer at Salisbury, North Carolina, I was one of the

speakers at the A. M. E. Zion Baptist Convention. Over 2,000 people attended this convention, many of whom were interested in cooperative education. Other small communities in North Carolina have asked and received aid from us; such as Plymouth and Scranton. Work has been going on toward the moving of the Southeastern headquarters from Georgia to Richmond, Virginia. We proposed to set up a wholesale cooperative in the Virginia area.

Hampton Institute, with the cooperation of the United States Department of Labor, undertook a survey of cooperatives among Negroes in the United States during the autumn. In addition, considerable work has been done on a survey of credit unions among Negroes in the United States.

10. *Virginia State College for Negroes, Ettrick.*

A. Social Studies made in the past by:

Dr. Luther P. Jackson, Professor of History, Chairman of Social Science Unit.

1. History of the Virginia State Teachers Association. Guide Publishing Company, Norfolk, Va., 1937.
2. Building the Negro Family in Virginia During the Days of Slavery. Virginia State College Gazette, March 1941.
3. Virginia Negro Soldiers and Seamen in the American Revolution. Journal of Negro History, July 1942. And Reprints.

Dr. James Hugo Johnston, Dean of Instruction and Professor of History:

1. Race Relations in Virginia and Miscegenation in the South. Unpublished. Doctoral dissertation, University of Chicago, 1937.

Dr. Harry Roberts, Professor and Head Department of Sociology:

1. A socio-economic study of the families of 100 Negro and 100 White factory workers in the city of Petersburg, Virginia, 1940. Tabulations incomplete.

B. Social Studies made or completed in 1942-43.

HISTORY

Luther P. Jackson, Professor of History, completed a book of 270 pages, *Free Negro Labor and Property Holding in Virginia, 1830-1860*, which was published by D. Appleton-Century, November 5, 1942. The data for this monograph were drawn entirely from the original manuscript court records located in fifty county and city clerks' offices and from a collection of manuscript materials in the

archives division of the Virginia State Library. The author conducted this research in person at these public offices over a period of ten years.

This book shows that despite the harsh laws which were passed by the Virginia legislature in the 1830-1860 period, the free Negroes of Virginia made greater advancement along economic lines as useful workers and owners of real estate in this period than they had ever done before.

SOCIOLOGY

Harry W. Roberts, Professor of Sociology, completed a study in 1942, *The Life and Labor of Rural Virginia Negroes*. Some major aspects covered are (1) Population; (2) Their Work and its Rewards; occupational distribution, farm and non-farm, income, land tenure and property trends, implements, livestock, credit, and market conditions; (3) Their Living and their Institutions—housing and home conveniences, food and nutrition, clothing, reading materials, recreation, health, family life, fraternal associations, the church, education, political behavior, and pattern of race relations.

During the coming year Mr. Roberts expects to prepare the manuscript for publication. He will further investigate some aspects of rural Negro life.

GOVERNMENT

Present day problems in arousing a voting consciousness among Negroes in Virginia have been investigated by Luther P. Jackson, professor of history and government. During the past two years he has assembled the data concerning poll tax paying for every county and city; he has investigated the degree to which poll tax paying persons register for voting; and has shown the number of Negroes who have voted in recent elections. He has given special attention to a comparison of present day election laws and practices in Virginia with those of the past.

Written communication with all the 124 clerks in Virginia and with as many Negro leaders, personal investigation of registration and voting lists in certain clerks' offices, and the holding of regional conferences with certain vote-conscious Negro leaders have been some of the methods adopted. This study of voting has been facilitated by the investigator organizing the Virginia Voters League, a non-partisan federation of voters leagues throughout the state.

The results of his investigation have been given in three articles in the *Norfolk Journal and Guide*, April 5, 1941, November 22, 1941, and September 5, 1942. Results have also been given to the four thousand public school teachers in the publication of a voting in-

struction hand book, February, 1942. At present this research is serving as the basis for the investigator's weekly column in the *Journal and Guide*, "Rights and Duties in a Democracy."

The Third Annual Report—The Voting Status of Negroes in Virginia, 1942, for the Virginia Voters League with a grant-in-aid toward publication by the Virginia Chapters of the Alpha Phi Alpha Fraternity.

11. *West Virginia State College, Institute.*

Numerous minor studies on the life and conditions of Negroes in West Virginia have been made by staff members of this college. On the whole the studies are the result of individual efforts. Nothing like a well-planned, co-ordinated program for continuous, systematic social studies of the Negroes in the state has been formulated until recently. The nearest to a major study requiring cooperative and co-ordinated attacks was a study-conference on "Five Basic Areas of Negro Life in West Virginia" called in 1937 by President John W. Davis upon the occasion of the founders' day celebration of the college. A survey was made of the areas in question in the preceding conference. A report on what took place on that day will tell most of the story of the college's organized attempt at understanding its community through the eyes of something resembling a scientific study.

Five Basic Areas of Negro Life

This effort involved:

1. A study of economic aspects of Negro life in West Virginia, including occupational, employment, property ownership, wages and salaries, and other phases;
2. Aspects of social life, including family relations, housing conditions, welfare organizations and their relation to the community as an organic whole;
3. Formal education, as could be observed in the amount of schooling (elementary, secondary, collegiate and university), including also a certain quality and amount of school equipment, building, teacher preparation, the state's county unit system of education and its effect on Negroes, and recreational facilities for students and their teachers;
4. The health of the Negro, involving his diseases, health conditions, hospital facilities, mental hygiene;
5. The religious life of the Negro—his church (number of churches affecting all denominations), church membership, preachers and their professional preparation, the nature of

church programs and their social implications.

The Purpose and Plan of the Study

A mere cursory glance at the outline as set forth above would reveal such program as unwarrantedly pretentious and superficial, if one did not state the clear purpose or objective behind the total effort.

The purpose of the study was twofold:

1. To identify or locate certain crucial problems within the respective areas;
2. To provide a pattern for orientation or a sense of direction incident to thorough studies of the areas in question by giving the conferees and research workers a more realistic conception of the nature, range, and difficulty of the major study as planned.

The general plan provided for a year's study of each "basic area" in order. Subsequently, a re-study of the respective area was to have been attempted every five years, that is to say, if the aspects of economic life were to be studied in 1937, then this same area would be re-studied in 1942, and so on with respect to the other four areas. A study of educational conditions of the West Virginia Negro had been planned for the academic year, 1941-42.

Methods Employed in the Study

1. Careful examination of available records, documents, published and unpublished studies, which contain reliable facts, data, and other items leading to information on the Negro in West Virginia.
2. Field work carried on by students "majoring in the division of Social Science here."
3. Surveys by workers in various localities, chosen by directors of the study, and working under their unified supervision.
4. A few visits by staff members of the Social Science division, who hold interviews with certain community leaders in localities affected by the study.
5. Organizing a State Educational Exposition with the college as central and directive agency.
6. Utilizing the occasion of the Semi-Centennial Celebration of the college—which celebration lasted a whole year—for calling important conferences affecting the areas in question.

Publications

The college has published one or more bulletins or monographs annually. Several of the publications carry the results and conclusions of the studies which have been made on the Negro in West

Virginia. The majority of the monographs have been printed at the college. A bulletin—"Two Decades of Research and Creative Writings at West Virginia State College"—is a compilation of both the published and unpublished work of staff members during a twenty-year period.

Further Plans for Projecting the Study

A writer's project of the W. P. A. essayed to study the Negro in West Virginia. This project was comprehensive in scope and design. As a consequence, it purported to treat all major phases of Negro life in West Virginia. The college was consulted before such project was initiated, and the resources of the institution placed at the disposal of the project director. To prevent as much as possible unnecessary overlapping of effort, a Board of Consultants was appointed by President Davis at the request of the Project director. The results of that study have never been made available to the knowledge of this reporter. It contains perhaps some worthwhile material.

The Research Council

To provide a more stimulating situation for enterprising and resourceful members of the staff to learn to work more effectively together in matters of research and service studies, the college's Research Council was organized. This body is composed of eight men, including the president of the college. All these workers have a record of research or creative work to their credit. Represented among them are the following departments of the college: Economics and Sociology, Psychology and Philosophy, English, Foreign Languages, Fine Arts, Technical Education and Engineering, Education, and Chemistry. Since these specialists view their specializations as instruments for promoting the social welfare, they offer to research workers an added source of counsel. The council is expected to help considerably with our cooperative Social Studies.

Redirection of Social Study Program

When at the invitation of President Davis, Dr. DuBois came to the college, interest in research and service studies increased to a marked degree. A lecture by Dr. DuBois to the general faculty, which was followed by a conference with college department heads, convinced the workers that a re-direction of the old plan of attack was essential to progress. In the lecture and conference just referred to, it was pointed out that a scientific study of a college's community was basic to any intelligent program of education that college may attempt to promote. It was pointed out further that sound teaching of the Social Studies was conditioned by whatever scientific knowl-

edge a college possesses with reference to its community. If this generalization is well-grounded (and the conferees thought it was), the next step was to formulate what promised to be a scientific approach to a continuous study of the Negro in West Virginia.

Present Proposal and New Plan

It is now proposed that, instead of making the approach to the state as a whole, effort should be directed toward a study of the immediate environment of the institution. The proposal is stated as follows: The Negro in Kanawha County, West Virginia—An Economic and Social Study. Simultaneously, an annotated bibliography of the Negro in West Virginia would be compiled. Nothing appreciably to date has been accomplished on the proposed study. A part of the reason for this was the unwillingness of the workers here to begin before the plan for the cooperative social studies of the Negro Land Grant Colleges had taken shape. But on the bibliography sixteen pieces of study have been examined and annotated to date.

Method to be Employed

The method of investigation will follow in the main the same pattern as outlined above in case of past social studies. There are at least two exceptions, however: Student "majors" in the division who plan to do graduate work in the field are encouraged to select as bases for masters these problems that are related to Negro Life in West Virginia as far as is practical. Secondly, the liaison officer expects to receive much that is helpful along the line of methodology when he attends the Atlanta Conference and through correspondence from the central office of the cooperative social studies. Of course, the matter of financing the local studies will have the effect of delimiting a given method, however desirable for purposes of science that method might be.

Organization of the Social Sciences Within the College

The Social Sciences in West Virginia State College are organized on a divisional basis. The subjects of study involved are Economics, Education, Geography, Health and Physical Education, History, Political Science, Psychology and Philosophy, and Sociology. On the divisional faculty are eighteen (18) professors, instructors, and part-time workers.

All these supporting departments retain their academic independence and autonomy, but the divisional organization is primarily designed to provide a situation in which broad social problems, both to instructors and students, can be seen in their proper perspective. Another purpose was to create a condition where workers might sense more realistically the interrelatedness of their common prob-

lems in Social Science and learn from and with each other. The administrative officer of the group is called chairman. Students looking forward to Social Work, teaching, religious work, and other allied vocations choose this division for their major-study concentration.

Conclusion

This report describes only the efforts at studying the Negro in West Virginia by its State College. It does not point out results of the studies for the reason that their nature and variety do not lend themselves to such purpose. The report has attempted to identify the problems attacked and the methods therein employed. A perusal of some publications as listed in the bulletin—"Two Decades of Research and creative writings at the West Virginia State College"—will reveal in some degree what that college has done to secure an intelligent understanding of its community in order to set up an enlightened program promotive of the welfare of the people it was founded to serve.

HARRY W. GREENE

Chairman of Research Council

Mr. Greene has made out a detailed plan for a study of the Kanawha Valley as mentioned above:

The Negro in the Kanawha Valley

A Basal Outline of a Proposed Socio-Economic Study

- I. Social Setting and Development
 - Population
 - Negro element
 - Industries
 - History
- II. Occupational Status
 - General Occupational Information
 - Negro working men, women, and children
 - Mining and agricultural workers
 - Other kinds of workers
- III. Wages of Negro Workers
 - The unemployed
 - Extent of unemployment
 - Effects of unemployment
 - Placement
 - The Public Employment Service
 - Other employment Services
 - Workers' organizations
 - Safety and Sanitation

Hours of Labor
 Wages
 Unemployment compensation
 Other forms of compensation

IV. Family Status and Welfare of the Negro in West Virginia

Marital Status and Number of Families
 Dissolution of marriages
 Family Finances
 Costs and Standards of Living
 Management of Small Incomes
 Home ownership
 Facilities for family saving and credit
 Promotion of Family Welfare
 Care of Adults Out of Their Own Homes

V. Educational Resources Available to the Negro in West Virginia

The Public School System
 The Schools
 Teachers and Curriculum
 The Pupils and Their Special Needs
 The School and the Community
 Adult Education
 Libraries and Museums
 Other Media of Public Education

VI. Opportunities for Recreation

Unorganized recreation
 Provision for recreation by public or private agencies
 Recreation program
 Play grounds

VII. Religious Agencies

Religious Education in Church and School
 Ministries of Local Churches—Religious and Social
 Social-Religious Agencies

VIII. Provisions for Health Care

Provisions for the Handicapped
 Mentally Handicapped
 Physically Handicapped

IX. Clubs and Associations and Agencies for Community Planning and Coordination

Number, purpose and functions

X. Community Planning and Co-ordination Agencies

Councils and Federation of Social Agencies

Conferences of Social Work
 Facts-finding Bodies
 Public Information About Health, Education, Safety, and
 Welfare
 The Newspaper
 The Radio
 Other Media of Public Information

To make a complete picture of what the American Negro has done in studying scientifically his own social condition, there should logically be appended here a summary of the work of various private colleges and state institutions that do not receive Land-Grant funds. Of these institutions, notable work in social research has been done by the following:

Talladega College, Ala.	Lincoln University, Pa.
Howard University, D. C.	J. C. Smith University, N. C.
Paine College, Ga.	Wilberforce University, Ohio
Dillard University, La.	Fisk University, Tenn.
Xavier University, La.	

It does not fall within the scope of this report to outline the work of these institutions, but it should be noted that much of it has been of outstanding significance.

CHAPTER 5

A PROPOSED COOPERATIVE SOCIAL STUDY
PROGRAM OF THE NEGRO LAND-
GRANT COLLEGES

Subject: *Work and Wage Among Negroes in This State.*

Time: Three year period—October, 1943, to October, 1946.

Sample state procedure—*Work and Wage Among Negroes.*

Social science department of College.

Collection and interpretation of all available United States Census data—1940 and previous censuses

Studies of other United States and state reports and other investigations

Extension of Johnson's *Southern Counties* and adding data from census of 1940

Study of land distribution, farming and migration for state

Study of a community for detailed work, wage, health, housing and other data

Preparation of charts museum for teaching and public school exhibition

Cooperation of other departments

History of work and wage

Education and work

Home and family

Psychology

Anthropology

English and Folklore

Government and delinquency

} Studies to be made by individuals or by departments.

Cooperation with the central office of the coordinator so as to carry on the work in conjunction with similar studies in other states and according to suggested methods and techniques.

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This whole plan will come up for discussion and modification in the Second Land-Grant College Conference in the Spring of 1944.

*Office of the Co-ordinator of the Co-operative Plan for
Social Studies by the Negro Land-Grant Colleges*

To the Liaison Officials for the
Co-operative Social Studies of the
Negro Land-Grant Colleges:

At the last session of the Conference at Atlanta University, I placed in the hands of the delegates, a tentative program of Social Study. It is not expected that each institution will follow this plan exactly, but I would like to have your reaction toward it and any suggestions for its modification. Will you take this matter up with the administration and with the teachers of the Social Sciences? It is probable that certain plans for research in your institution are already under way which cannot be wholly changed even if that seemed advisable. The problem then would be how far can such plans be modified or extended so as in the long run to fit in fairly well with some such overall plan as here laid down.

The main consideration is this: The economic situation of the Negro during and after the present war is a matter of critical and vital importance. There is going to be increased race friction and finally want and unemployment in the midst of violent social change. At such time we want accurate and carefully made social measurements, tested techniques and the machinery for further investigation. There will be neither time nor disposition during times of turmoil to initiate new and calm investigation. If now we begin this nation-wide study of economic and Social conditions, it can be continuously pursued through storm and stress and after the post-war calm and form a priceless guide to social survival and lasting peace.

Kindly let me hear from you early in the fall.

Sincerely yours,

W. E. B. DuBois

July 4, 1943.

V C O P Y S T A S H

TWENTY YEAR'S COMMENTS ON THE ATLANTA STUDIES

1896, George W. Cable

I think very highly of your undertaking to get accurate information of the sociological conditions of the Negro race in America. I hope you may gather a strong body of men so selected as to guarantee by their personal reputation the authenticity of whatever is put forth. It seems to me, from the highest, broadest, most patriotic and cosmopolitan point of view, to be one of the best enterprises that could be undertaken at this time.

1900, London Spectator

The future of the Negro population of the United States is a problem charged with such serious possibilities that any light which can be shed upon it by an examination of present conditions and tendencies deserves a most cordial welcome. This work is being done with much intelligence, discrimination and assiduity at the instance and under the inspiration of the Atlanta University.

1902, Publications of the Southern History Association

The best scientific work on the Negro question of the last two or three years.

1903, Outlook

No student of the race problem, no person who would either think or speak upon it intelligently, can afford to be ignorant of the facts brought out in the Atlanta series of sociological studies of the conditions and the progress of the Negro.

1905, N. Y. Evening Post

The only scientific studies of the Negro question being made today are those carried on by Atlanta University.

1916, Rev. F. H. Means, Trustee of Atlanta University

Standing as we do today, at the close of these "Social Studies" of a score of years, we can have no hesitation in affirming that the faithful and able work put into these twenty annual Conferences and eighteen reports, and the comparatively small amount of money expended upon them (not over \$1,200 per annum), have been abundantly justified by the results.

TITLES OF ATLANTA UNIVERSITY PUBLICATIONS, 1896-1916

- No. 1. MORTALITY AMONG NEGROES IN CITIES; 51 pp., 1896.
MORTALITY AMONG NEGROES IN CITIES; 24 pp. (2nd edition, abridged,
1904)
- No. 2. SOCIAL AND PHYSICAL CONDITIONS OF NEGROES IN CITIES; 86 pp., 1897.
- No. 3. SOME EFFORTS OF NEGROES FOR SOCIAL BETTERMENT; 66 pp., 1898
- No. 4. THE NEGRO IN BUSINESS; 78 pp., 1899
- No. 5. THE COLLEGE-BRED NEGRO; 115 pp., 1900.
THE COLLEGE-BRED NEGRO; 32 pp., (2nd edition, abridged, 1902.)
- No. 6. THE NEGRO COMMON SCHOOL; 120 pp., 1901
- No. 7. THE NEGRO ARTISAN; 200 pp., 1902
- No. 8. THE NEGRO CHURCH; 212 pp., 1903
- No. 9. NOTES ON NEGRO CRIME; 75 pp., 1904
- No. 10. A SELECT BIBLIOGRAPHY OF THE NEGRO AMERICAN; 72 pp., 1905
- No. 11. HEALTH AND PHYSIQUE OF THE NEGRO AMERICAN; 112 pp., 1906
- No. 12. ECONOMIC CO-OPERATION AMONG NEGRO AMERICANS; 184 pp., 1907
- No. 13. THE NEGRO AMERICAN FAMILY; 152 pp., 1908
- No. 14. EFFORTS FOR SOCIAL BETTERMENT AMONG NEGRO AMERICANS; 136 pp.,
1909
- No. 15. THE COLLEGE-BRED NEGRO AMERICAN; 104 pp., 1910
- No. 16. THE COMMON SCHOOL AND THE NEGRO AMERICAN; 140 pp., 1911
- No. 17. THE NEGRO AMERICAN ARTISAN; 144 pp., 1912
- No. 18. MORALS AND MANNERS AMONG NEGRO AMERICANS; 138 pp., 1914
- No. 19. A STUDY OF CRIME AMONG NEGRO AMERICANS; (unpublished)
- No. 20. SELECT DISCUSSIONS OF RACE PROBLEMS; 108 pp., 1916
(All of the above publications are out of print.)
- No. 21. FIRST PHYLON INSTITUTE. (See *Phylon*, vol. II pp. 275 to 288.)
- No. 22. REPORT OF THE FIRST CONFERENCE OF THE NEGRO LAND-GRANT
COLLEGES; 84 pp., 1943.

Report of the first conference of Negro land-grant colleges for coordinating a program of social studies. Convened at Atlanta University, Atlanta, Ga., April 19, 20, 1943, as the Twenty-sixth Atlanta University Conference to Study the Negro Problems .

Du Bois, W. E. B. ed. (William Edward Burghardt), 1868-1963, Atlanta, Ga., 1943.

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